Break

The evaluating eighties

In the sixties, "progressive" was the word, and in the seventies "backlash" took over. I nominate "evaluation" as the key word for the eighties. Fortunately, it isn't just a matter of government pressure on the curriculum and testing, or parent power demanding accountability, since all the best educationists now recognize evaluation as an essential step towards good schools—and so, it seems, does industry.

"Towards Good Schools" is indeed the title of a high-powered course to be run at Churchill College, Cambridge, in the summer to launch a proposed new national Centre for the Study of Comprehensive Schools. Hull will take evaluation, and techniques for the management of change and improvement of performance, as their aim.

What is likely to make this centre more important, and certainly more practical, than most gatherings of comprehensive supporters in the past is that the initiative is coming from practising heads. This fact, and perhaps the message that quality in schools is directly affected by quality and methods of management—as it is in industry—has sufficiently impressed big business to secure them solid financial backing for their course and centre.

The idea for the centre came from Neill Ransome, head of Newbridge High School, Leicestershire, and George Walker, head of the Heathcote School, Stevenage, who have both been running school management courses for eight years or so, relating to such subjects as falling rolls, timetabling and curriculum. They found two fairly depressing groups of people on their courses.

Some said: "My head won't allow this", and others: "We're getting nowhere improving schools."

Believing that something more positive was needed to secure the future of the 80 per cent of our children in comprehensive schools, Ransome and Walker built on the message of the HMIs' Ten Good Schools and Rutter's finding that schools can make a difference. They plan that the centre should seek to identify and disseminate good practice on how to run a school, particularly in terms of organization and management. Their aim is to bring all schools up to the high standards being achieved by a few.

The other two heads who have joined them on the steering group for the centre are David Swan, of Marple Ridge High School, Stockport and Michael Heine, of Adeyfield School, Hemel Hempstead (whose father wrote the Heine report, which led to the CSE examination).

The big industrial firms they approached for sponsorship for the centre were so interested that ICI, IBM, BP and Shell suggested that they should start off with an introductory course. The companies formed a consortium to subsidize this to the tune of £5,500. Marks and Spencer and the Schools Council have now joined them in sponsoring the Churchill College course. It was hoped that the Schools Council would also have decided by the end of this week to put between £5,000 and £6,000 into the centre, since what they are proposing is very much in line with Schools Council Programme One.

Speakers at the Cambridge course, which will run from July 24-27, will include two CEOs: Dudley Fiske of Manchester and Tim Brighouse of Oxfordshire. Brighouse will talk about an evaluation scheme he is trying to introduce in Oxfordshire schools. There will also be Peter Mortimore, ILEA's director of research and statistics, and one of Michael Rutter's team on *Fifteen Thousand Hours*, and Peter Cornell, head of Carisbrooke High School in the Isle of Wight. Carisbrooke was the school picked out as a model for the Council of Europe because it so closely embodied the HMIs' ideas on the core curriculum and it has special links for George Walker since he used to be Cornell's deputy there. (Carisbrooke was unveiled in the *TES* on January 25, on the next page to the first advertisement for the "Towards Good Schools" course.) It is hoped that the course will bring in people from Lea's and universities as well as heads and senior staff.

One of the unusual features of the course is that the price keeps coming down as new industrial sponsors come in, which is no minor consideration when the cost of Churchill College is taken into account. As Michael Marland found out with his "Sex Differentiation" course in January, Sponsors will now cover all the administrative costs, leaving members to pay their own expenses for the four days. The total was at first expected to be £96.32; now it is down to £70 for the four days and may end up at £55 plus VAT.

It is now almost certain that the course will lead directly to the starting up of the centre, which is likely to be established with its base in a couple of rooms at York University where the Director of the Department of Education, Professor Ian Lister, is already very interested and conference machinery exists. More support from industry, Leas and the

Hub 1 More jobs for the boys.

DES is being canvassed but it should be a relatively low cost venture, with the salary of a secretary as the main expense. The idea is that the director should be appointed annually on secondment, and there are already possible candidates on the York-comprehensive school network.

Like many such centres, the York CSCS will pursue its aims through seminars, in-service, publication and research, but it will also establish a consultancy service with Leas and individual schools and it is intended that the momentum will always come from senior staff in comprehensives. If evaluation and change is the message, it must come from within, before it is imposed from without.

Only connect

Recent newspaper stories depicting the apparent fact that "only" small percentages of children could answer this sum or that beg the question of how many adults could do them either.

The Cockcroft committee, as well as looking into school maths teaching, has set up a small project to look into the maths skills of everyday adult life.

But according to Professor Cockcroft, the Reading-based researchers have hit a bit of a snag. People seem perfectly willing to begin with, when asked if they would mind answering a few questions, but jib when they find they are about maths.

The money programme

In a Sheffield election the two political parties are campaigning on hard cash issues. The Green Party will impose a flat rate of £8 a week income tax, and put an extra £1 on all rents. The Yellow Party is advocating a progressive tax system: £15 a week free of tax, then 70 per cent. Rents will be frozen.

The politicians are working hard to explain their interests to the voters. The Green leader is pitching at employers and desk-owners. The Yellow leader is going for low-paid workers and tenants.

A police officer who has a sideline in property—he owns four desks—is naturally a Green supporter. But he is worried. Would it not be fairer, he asks the Green leader, if high earners paid a bit of extra tax?

It is all happening in a small Sheffield primary: Crooke's Endowed School. The head (and Green leader), John Driskell, got the idea of his "money project" when teaching in America, where simulations were popular. He has now run the project six times in two different schools, developing it as it goes along.

The main idea is simply to teach children about money—at its most basic, how to run a weekly budget. But some children can take it much further, learning some of the basic economic facts of life. And this year (heavily influenced by Sheffield's adviser for political education—see page 12) they have put more politics into the game.

The project takes up half an hour a day, four days a week for eight weeks. All the children have jobs in their imaginary town. Some—shopkeepers, bank managers, the town clerk, the police chief—are employers, deciding their own and their staff's pay within a given budget. Children who do not find employment in banks and shops become manual workers, tidying shelves and cupboards for £18 a week.

They can choose whether to rent desks, or buy them with a bank loan. As the game goes on, the children wander around with bulging purses of play money, bank books, rent books and so on, sorting out their rents and interest charges and taxes, and shopping.

There are three shops. They sell real biscuits, sweets and fruit—so the game has an immediate reward. Shopkeepers buy their stock on credit from the head, who pays out of the School fund: the whole project costs £4 to £5 a week to run.

Children can also buy real privileges from the Town Hall—"staying in" tickets and table tennis permits. There's no discipline problem—the police officers enthusiastically b[illegible] order and impose fines.

Five days in from the pro[illegible] start, the election is in full s[illegible] The most successful shopk[illegible] who has already paid off her [illegible] outlay and is making a profit, [illegible] decided to give up and be[illegible] lawyer: "It's tiring keeping [illegible] shop", she complains.

One bank has collected alm[illegible] accounts so far: it's busy as [illegible] cian (the manager pays herself £5 a week more than her [illegible] clerks).

Each group of desks ch[illegible] councillor, and council minu[illegible] on display. So are advertise[illegible] but the Head is about to ch[illegible] rules there: from now on, adv[illegible] be honest, truthful, decen[illegible] neat.

In his last school—more sub[illegible] with humour than prepared ch[illegible] better for this kind of thing—gamu was a bit more complic[illegible] with a National Insurance s[illegible] and an unemployment exchange.

When they're not making po[illegible] speeches, Driskell and a fr[illegible] Dave Markham, go round sch[illegible] and explaining and encou[illegible] After the half-hour is over, [illegible] spend a few minutes on lessons [illegible] The day I was there, the [illegible] had lost a company. The chi[illegible] were reminded how to lodge c[illegible] plaints against the police, and [illegible] the tribunal system to settle [illegible] juice.

A shop assistant was accus[illegible] selling sweets at half-price [illegible] friends. He was insistently cl[illegible] the money back. "You find so[illegible] it's true—that's the first time [illegible] have to do, mate", said the he[illegible]

Artis[illegible]

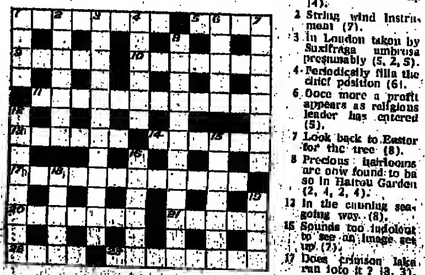
TES LITERARY COMPETITION

A new, regular literary competition is to appear in the TES on the first Friday of every month. Starting on March 7, it will take turns with chess, bridge and the maths teaser to share the back page space with the crossword. Watch this space for further details.

Next week

- Should children write reports on their teachers? Nicholas Tucker thinks they should.
- *Hollywood's* company Michael Church profiles Cecil B. Davis.
- John Gribbin reviews John Whitlow's new book *Tiny Rivers*.
- Andrew Davies on television.
- Marghanita Laski on "Teen style".

Crossword No 1,176



Across

1 The lobs took precedence (8).
5 Starchy order to Union to quit (4).
9 Responsible for a 20 without in India (5).
10 Ceremonially the last lie (7).
11 Not the way for a dog to go to the dogs (4, 2, 6).
13 Haste away to print (3, 3).
14 "Can love be controlled by ——?" (Gay) (6).
17 Viva for degree? (5, 7).
20 Some of the skaters find ice slippery (7).
21 Gain the victory in return — it's your due (5).
22 British royal house likely to go to the new in America (4).
23 Bard headland (8).

Down

1 4 has to do it up (4).
2 String wind instrument (7).
3 In London taken by Suxifraga umbrosa presumably (5, 2, 5).
4 Periodically fills the chief position (6).
6 Once more a profit appears as religious leader has entered (5).
7 Look back to Easter for the tree (8).
8 Precious heirlooms are only found to be so in Hatton Garden (2, 4, 4, 4).
12 In the cunning seagoing way (8).
15 Sounds too indolent to see an image set up (7).
17 Does prison take run into it? (3, 3).
18 Lower possible form of drain (5).
19 Through which Tennyson says one increasing purpose runs (4).

Solution to Puzzle No. 1,175

Maths teaser

Missing words

The missing letters in each of the following words make a word of mathematical significance. The clues below help you to find each enumplace word.

1 W R * * * * * R
2 A P * * * * *
3 I N C * * * * D
4 * * * * * T S
5 * * * * * N
6 * * * * * T S
7 A B * * * * * I T Y

1 1st class mathematician at Cambridge.
2 Nominate for an important position.
3 Non-horizontal 3 or 4.
4 Wanderers in the firmament.
5 A fair share.
6 One of the plagues of Egypt.
7 Characteristic of a genius or a model defective.

Fun with consecutive numbers

(i) Write down any three consecutive whole numbers. Find their sum, and the sum of their squares, and verify that the first total is exactly divisible by 3, but that the second total is one less than a multiple of 3. Prove that this is true for any three consecutive whole numbers.

(ii) Show that the sum of any three odd numbers is always an odd multiple of 3, but that the sum of their squares is always one less than a multiple of 12.

(iii) The sum of the three consecutive numbers, 2 plus 3 plus 4, is the square number 9. Can you find other sets of three consecutive numbers whose sum is a square number?

(iv) Show that the sum of four consecutive numbers can never be a multiple of 4, or a square number.

(v) Investigate whether the sum of five consecutive numbers, and the sum of their squares, can be multiples of 5, and/or square numbers.

Solutions

Alternate words: 1 WRANGLER 2 APPOINT 3 INCLINED 4 PLANETS 5 NATION 6 PLOUGHS 7 ABNORMALITY

J.B. Eper[illegible]

Examination results

The pass mark in an examination [illegible] 50 per cent of the total [illegible] papers. Paper I is marked [illegible] 100, and Paper II is marked [illegible] 200. Tom scored 40 per cent [illegible] Paper I and 60 per cent on Paper II. Dick scored 60 per cent [illegible] Paper I and 40 per cent on Paper II. Harry scored 45 per cent [illegible] Paper I and 55 per cent on Paper II. Which of the boys passed [illegible]

Solutions

(i) Take the consecutive odd numbers as 2n−1, 2n+1, and 2n+3. The sum of their squares is 3n²+2. The sum of their squares is 3n. Then the sum of the squares is 3n+1. Then the sum of the squares is 3n+1. Then the sum of the squares is 3n+1

TIMES PAST THE TIMES

EDUCATIONAL SUPPLEMENT
New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234

The murmur of noble voices making trouble for the Bill

An eventful week at Westminster. Nine months into Mrs Thatcher's Government, the strains are beginning to shew.

The sound of disaffected murmuring ran be heard in the Tory camp. Moses and Aaron quelled such carping among the children of Israel with a few smart miracles and a plague or two. Mrs Thatcher's leadership has to make do with mere mundane threats and promises. Her position cannot have been improved by her patronizing put-down for Mr James Prior in *Panorama* on Monday night. Who would want to work for someone who treated her senior colleagues like that? Mr Carlisle has already had plenty to complain about at the hands of Number 10.

Later in the week it became known that the Government is going to put down wrecking amendments to the Youth and Community Bill, a private member's measure aimed at strengthening local authority youth and community services. Mr Neil Macfarlane has not much alternative: he cannot lend government support to a Bill which implies a rise in local spending. The Government balked at blocking the Bill at the Second Reading because it has the support of a small but cohesive youth lobby among Conservative backbenchers led, among others, by Mr Alan Hazelhurst, Mr Carlisle's PPS. When the amendments get to committee there could well be a Conservative revolt.

The set piece of the week was a splendid debate in the House of Lords when the Education Bill faced a barrage of attacks from the Government's political friends and enemies alike, and from the representatives of the churches. (The Duke of Norfolk: "The whole Catholic hierarchy and the Cardinal have asked me ... to speak on this subject".)

Lord Butler had been widely reported as taking a close interest in the Bill, and opened up with a jokey, anecdotal performance designed to establish the basis of a series of objections to be moved subsequently in committee, without suggesting any sharp breach with the Government. He is a rare participant at Westminster these days ("I have not had occasion to make critical or positive observations on the 1944 Act practically since it was passed") but he seems to be active behind the scenes now, happy to leave the hard pounding to others while he, the perennial insider, pulls the political strings. He attacked the transport clauses directly, however, and had hard things to say about the Assisted Places Scheme: "I really wonder whether the money might not be saved on this and given to rural transport. I would not regret that at all. ... I think what is really needed is an improvement in the State system".

Lord James of Rusholme opened up in strenuous defence of the scheme as the natural successor to the Direct Grant. (Lady Young had repeated that 120 out of 122 new independent ex-Direct Grant schools had signified interest, along with another 330 independent schools.)

The most scathing attack came from Lord Alexander, his gravel-toned, noteless and measured delivery giving full force to the condemnation of what he called "the worst piece of educational legislation in my experience". Transport charges and assisted places were what he disliked most. Charging for transport broke agreements with the Churches and others made in 1944: "I find it very hard to accept a proposition which in my opinion is fundamentally contrary to the basic provision of the Act". As for the Assisted Places scheme: "My first objection is to the offensive nature of a public declaration by a Government that the national system of education is inapable of providing for our most able children".

Lord Alexander went on to forecast "administrative chaos" if the appeals procedure for choice of schools went forward, reckoning such appeal committees would sit from May to September, and require extensive administrative support. "I wonder whether the saving which the Government are hoping to make on other things will be spent on building up a huge administration in relation to the appeals committee".

Lady Young had her own charges at level at Lord Alexander — for alarming about the elaborate appeals arrangements and for having the temerity to argue that if there had to be some saving, it would be better to have marginal cuts to subsidising than in transport. Here Lord Alexander was tempted into the kind of shooting from the hip which missed the target. Of course, Lady Young is right; about the politics of staffing cuts, even if Lord Alexander has some educational testament (and some common sense) on his side. But on these matters politics can always be relied upon to beat common sense.

Now the Bill goes to committee and it will be interesting to see how successfully Lady Young can pilot it through. There is plenty of scope for amendments and she seems) no shortage of nobles to provide Voting support for Lord Butler and the recalcitrant peers. All strength to their elbows. It seems unlikely that the Bill will come out of the Lords exactly how it went in, but the Government may still feel obliged by the deal done with the local authority associations to restore some clauses the Lords tamper with.

Comment

Moral: Don't fall between two stools

It sometimes seems as if the most hopeless fate that can befall anybody with special needs in Britain is to fall between two departments. The bureaucracy is essentially departmentalized; it is simply not built to cater for people whose needs spill untidily from one statutory area to another. Time and again, when things go wrong in educationally serious ways, it is not clear whether it is the educational department, social services or even employment services which should be taking the responsibility.

This is most likely to happen under fives or over 16, but it can cause hurt at any age. During the prescribed school years, the Government's discussion paper (see 15 on Comprehensive Homes with Education for details) it was virtually the case for mentally handicapped children.

But what is as near to a shock, horror report as the HMIs are likely to produce, nearly every aspect of education in most of the CHEs they visited was severely criticized. The [illegible] these homes [illegible] Yet in the place of the old-style [illegible] schools) face a particularly difficult level of work. Their charges are frequently disturbed and disturbing, care; there are very long lengths of time, and are often [illegible] staffed and under-achievers. They need very good care and support if they are to [illegible] for them to be rather [illegible] a chance of making a life for themselves.

Learning difficulties are usually associated with bad home circumstances which make for extreme difficulties in the classroom.

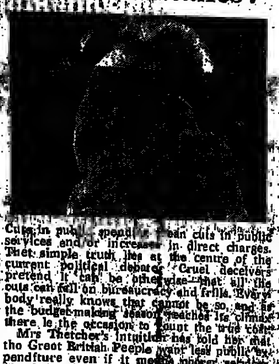
That means, in turn, that the teachers need all the support and guidance they can get. As the HMI paper makes clear, they are hardly getting any at all. The CHEs are isolated from the rest of the education service; there is little contact with i.e.a. advisory services and not nearly enough liaison between teaching and care staff.

There is not much doubt that this has arisen because the CHEs are run by the social service departments. Although the teachers in them are fully qualified and paid on Burnham rates (which, together with different conditions of service, does not make it any easier for them to integrate with care staff), they are only appointed by the local education department in 10 per cent of all cases. Since they do not form part of the education career structure, highly qualified and experienced teachers are not likely to be attracted into the homes, and there are few with the special education qualifications that are needed for dealing with behavioural difficulties.

The inspectors emphasize that there has to be a new relationship between CHEs and i.e.a.s if the necessary improvements are to be made. The details of their survey reinforce the findings of the Warnock committee, which two years ago made many of the same observations, recommended that CHE teachers should be employed by i.e.a.s and doubted whether even that would be effective unless the education service managed the homes.

The Government at last seems to have been hurried into promising some sort of action on the Warnock report. Unfortunately, it is extremely unlikely that the Education Secretary will be able to do anything effective on his own in a matter where what needs to be done would directly affect the powers of another department.

Who's for cuts? Who's for taxes?



Cuts in public spending can cuts in public services and/or increases in direct charges. But simple truth lies at the centre of the current political debate. Cruel deceivers pretend it can be otherwise: that all the cuts can fall on bureaucracy and fella. Everybody really knows that cannot be so, and the budget-making season reaches its climax there is the occasion to bring the true cost home. Mrs Thatcher's Institute has told her that the Great British People want less public expenditure even if it means higher taxes. The latest *Daily Telegraph*/NOP Opinion Poll throws some interesting light on this (page 5). Only one in five of those quizzed supported the idea that taxes should be cut even if that meant some reduction in services (a third fewer than had done so in a similar survey last March); 24 per cent thought "things should be left as they are" (the true conservatives), while almost half (48 per cent) believed that "services such as health, education and welfare should be extended even if it means some increase in taxes".

The trend of public opinion is unsurprising. It is not uncommon to support unpopular policy in principle and draw back when the crunch comes. Mrs Thatcher's Penorama defence was based on the not wholly implausible hypothesis that the Government's harsh medicine had only been administered for nine months. Now Sir Geoffrey Howe, bless him, is saying that up to 10 years of austerity may be necessary to test its efficacy. But if so, what happens to the Government's popular support in the meantime?

Who is to say that it is somehow "better" to spend money on private consumption than on public services? Why is it economically superior to spend private money on (among other things) private schooling, than to spend public money on the maintained schools? Why should we not, collectively, decide to give a higher priority to education then to beer and skittles or betting? Why is it self-evidently more desirable to cut the education service than raise excise duties on drink or tobacco?

The answer is that the right balance between private consumption and public services depends more on political attitudes and political realities than on economic facts. If people want better education they can jolly well have it but they will have to forego something else to pay for it. And there is the rub. A questionnaire framed the [illegible] question, if they want [illegible] Opinion answer.

More turnover, fewer jobs

Teacher turnover in the London area seems to be edging upwards, after a period of comparative stability. This emerges from the statistics collected by the Assistant Masters and Mistresses Association (page 8). AMMA performs a valuable service by carrying out this limited annual survey. Estimates of turnover are at least as important as the birthrate projections in calculating future demand for teachers. It might have been expected, therefore, that the DES would have published such a survey long ago. Instead, the survey is still subject to long and detailed [illegible] of publication [illegible] the state.

AMMA puts the blame for turnover down to the high cost of housing in the South East. Chief education officers speak of teachers from other parts of the country who are unable to take up appointments because they cannot afford to buy at inflated London prices. This is convincing as far as it goes, but that isn't very far: after all, there have always been difficulties in moving from one cost housing area to high cost, and it is nothing new for some people to turn down jobs because of this. But high interest rates must make matters worse, especially as the teachers' employers have used the previous government's wages policy to prevent salaries from rising with average earnings. Clegg ought to do something about this, though there are still a few hurdles to be cleared before the comparability exercise is completed. It cannot be in the best interest of London education authorities to prolong the agony.

There must, however, be more to rising turnover (still much lower in many places than in the early 1970s) than housing. It is remarkable to find more movement at a time when the total number of teaching posts remains constant or begins marginally to decline. The chain of appointments and vacancies which lies behind the phenomenon of teacher turnover, begins with a limited number of openings caused by death, retirement or "wastage" to other occupations. In a period of expansion, or a time when the number of posts of responsibility is being increased, turnover rises because there is more reshuffling of staff to fill the new appointments, thereby creating vacancies all the way down to the now posts filled from the universities and colleges.

The number of vacancies created by death or retirement is not likely to vary much from year to year at the present time. If there is an increase in turnover now, it is most likely to be the result of rather more wastage—teachers leaving the profession for other occupations. This may, in part, reflect the spread of early retirement schemes. It may also be confirmation of the altered pattern of employment and unemployment generally. In some parts of the country (like London and the South-East) employment remains relatively buoyant. And it may be, that there are still occasional vacancies for ex-teachers who want to change direction and can offer a level of educated competence which can be put to wider use. At all events, the turnover is unlikely to have been generated from within the education system. It must be caused by an increase of those leaving.

No comment

Stephen this produced some very nice work. He wrote an excellent dramatized version of his Abraham and Isaac story. It was clear from the beginning that, in his usual way, he would, as ever, produce a striking and native Gideon.

NEWS

Hostile Lords force Cabinet rethink of transport charges

by Biddy Passmore

Ministers now accept that further concessions must be made on the transport clause of the Education Bill if it is to get through its Committee Stage in the Lords.

The most likely change would be an amendment to prevent local authorities from charging for more than one or two children in a family, although deletion of the clause is still a possibility.

During the Second Reading debate on Monday, Lady Young, Minister of State for Education, heard criticism of this and other aspects of the Bill from all sides of the House, from a Conservative Roman Catholic duke to a Labour Methodist peer. By convention, the Lords never vote against a Bill on Second Reading but they seem prepared to revolt when the Bill reaches its Committee Stage on March 10.

Lord Butler, father of the 1944 Act, said the transport clause was "very contentious". The provision of free school transport was not an integral but a vital feature of the 1944 Act. "We thought that if we were establishing a national system of education children must be got to school," he said.

This foremost argument against the transport clause was that primary education in some rural districts had been reorganized on the belief that transport would be free, Lord Butler said. He warned that the Government should find some other way of saving £30m before the Committee stage.

He wondered if money could not be saved on the Assisted Places Scheme, now that it had been halved, and given over to rural transport.

On the appeals system, Lord Butler said that he and his officials had dismissed this idea 36 years ago on the grounds that it would lead to "terrific delays and muddles". He thought the appeals panels were "a complicated oddity to the Bill which may lead to demoralizing and misunderstanding and, in the end, disappointment".

The Duke of Norfolk, a Conservative and the premier Roman Catholic peer, also made an outspoken attack on the transport clause and said he would try to get it removed from the Bill. The Church schools would be "terribly affected", he said. "As for rural schools, I find it a bit extraordinary that the Government and the Party to which I belong should discriminate against the rural community in this way."

Lord Alexander of Potterhill, for 20 years general secretary of the Association of Education Committees, described the Bill as "the worst piece of educational legislation in my experience". Educational opportunity would depend on place of birth or the economic or social position of parents, he said. In one area a child could go to school without charge for transport and with a limited charge for school meals; in another area the parent could have to pay as much as £10 a week to educate a child.

Lord Alexander suggested that savings should be made by marginally adjusting the pupil-teacher ratio and reorganizing 16 to 19-year-olds into tertiary colleges.

Lord Alexander also attacked the Assisted Places Scheme, which he called "a state scholarship scheme at the secondary level".

In her first major speech as Opposition Education Spokesman in the Lords, Lady Oovid condemned the Bill as "untimely and ill-conceived". It was dishonest, she said, pretending to give with one hand what it took away with the other. The transport clauses were "manifestly unfair . . . a tax on living in the country and a tax on families".

Lady David attacked the change in nursery law as "a mean proposal, playing into the hands of mean authorities", and she found the Assisted Places Scheme quite incredible.

Winding up for the Government, Lady Young gave a spirited defence of the Bill. The Opposition could not say that they had done better on education spending when they had made infinitely larger cuts than the Government was now proposing, she said. Those who were against the Bill had put up no positive alternatives for the economies required.

Lady Young was "astonished" at Lord Alexander's suggestion of increasing the pupil-teacher ratio to reduce school transport provision to the statutory minimum, without the ability to charge for school transport. This could have been far more harmful to denominational schools than charging for transport because i.e.a.s were not under any statutory obligation to provide transport to denominational schools.

Ninety per cent of parents already made their own transport arrangements, many of them just as poor and as disadvantaged as those living over the three mile limit, she said. "All the Government was asking was that the other 10 per cent should make a small contribution to costs.

Lord Butler: "Children must be got to school."

Government volte-face on Youth Bill

by Mark Jackson

The Government has gone back on its pledge not to oppose the Youth and Community Bill, which seeks to impose a statutory duty on local authorities to provide youth services.

Last-minute amendments tabled by Mr Neil Macfarlane, education under-secretary, when the Bill went into committee this week, stripped it of all its active provisions. All that the Government is now supporting is the first clause, a general statement that youth services should be provided.

The Bill as sponsored by Mr Trevor Skeet, Tory MP for Bedford, with the backing of youth organizations and a group which includes several members of the Government, would compel local authorities to set up a structure for youth services, which they would have to plan formally in cooperation with voluntary agencies.

The authorities would be required to set up youth committees on which young people would be represented, and to encourage and service youth councils.

The Bill's supporters feared that the Government would make some attempt to water down provisions of the Bill, which has always been opposed by senior ministers.

It received a second reading only after Mr Alan Hazelhurst, Parliamentary Private Secretary to the Education Secretary, had threatened to resign unless the Government allotted time for it. At the second reading, Mr Macfarlane declared the Government's warm support for the measure, but said there would have to be some changes in its provisions to make them permissive rather than obligatory.

The Bill's supporters say that they did not suspect, however, that Mr Macfarlane was planning in effect to "kill off the Bill; and that his amendments, published at the end of last week, have taken them completely by surprise.

Dissatisfied Jarvis files Clegg plus 20% pay claim

by Stephen Cohen

Mr Fred Jarvis, general secretary of the National Union of Teachers, confessed his dissatisfaction this week with the low pay rises he had obtained so far for teachers.

Mr Jarvis is the chief negotiator for all the teacher unions in the Burnham Committee and in the Clegg Commission on pay comparability which is now considering the 38.7 per cent claim.

Teachers' salaries are now only 11 per cent higher than a year ago. Average earnings in the rest of the country have gone up by 19.6 per cent.

"Am I satisfied with that?" Mr Jarvis said. "No, I am not." But the blame could not be laid on him, he said. Delay in reaching a settlement on the April 1979 claim was the fault of the local authorities and the Government. "We had to go to Clegg", he said.

Mr Jarvis was speaking at a news conference to announce the teachers' 1980 pay claim. He is to press for rises of at least 20 per cent on top of whatever emerges from the Clegg Commission.

The claim is to be put to the management side of the Burnham Committee immediately in the hope that a reply can be made at the next committee meeting on March 20.

The state of pay negotiations so far is that 9.3 per cent has been paid from April last year. The demand went to the Clegg Commission and the resultant award, after negotiation in Burnham was due to be paid in two parts, January and September.

Clegg could not produce an interim report so teachers claimed a stop-gap 10 per cent from January and settled for 8.2 per cent which, because it was backdated only to January 1, is worth just over 2 per cent on the year.

They have had to repay the £6 a month they got on account last year.

Overseas students stay away

Only one student from overseas, instead of the usual 40, had so far been enrolled for next year at Derby further education college, a committee of MPs was told this week.

Mr John Barnes, the college's overseas students' admissions officer, was giving evidence on behalf of the United Kingdom Council on Overseas Students' Affairs, to the Overseas Development sub-committee of the Foreign Affairs Select Committee.

UKCOSA, together with several other bodies including the Committee of Vice-Chancellors and Principals, was demonstrating the implications of the increase in fees for overseas students.

Mr Barnes said most of the 76 overseas students at Derby were taking A level sciences with a few doing O levels. Until this year overseas students on non-advanced courses paid no fees if under 18, while those aged 18 paid £174 and the over 19 age group paid £520. Now all, whatever their age, faced a blanket fee of £1,300 a year.

"For some students it means an increase from nothing to £1,300," he said.

To ensure our catalogue is the best for children we first made it the best for teachers.

We've filled our catalogue with the kind of things you'd choose for children of your own. From building bricks to badminton rackets, from maracas to Mate-a-Crate, from sand sets to Speak 'n' Spell, 7000 products in 384 brilliantly illustrated pages.

It's easier to use this year. Consecutive page numbering has simplified the index. And with the aid of the key at the front you can locate a specific section in seconds.

The illustrated projects will be very useful. You won't find one in every page, of course. But it means you needn't search for a specialised catalogue. Look every time you're not the answer.

Altogether, it's a brighter-than-ever catalogue this year. We've already mailed one to your school, but if you need one for your personal use fill in the coupon now.

Hestair Hope
St. Philips Drive, Royton, Oldham, OL2 6BR.
Telephone: 061-652 2411.

Send Now for the finest catalogue of the eighties

To: Hestair Hope Ltd., FREEPOST, St. Philips Drive, Royton, Oldham, OL2 6BR.

Please send me your 1980 catalogue for:—
☐ Pre-School ☐ Primary Education ☐ Middle & Secondary Education
☐ Further Education ☐ Laboratory Consumables Price List Please Tick

Name
Address

Post Today NO STAMP NEEDED

ILEA

Continued from page 1

London boroughs would be so severe that, in my submission, only a fool would attempt it", he said.

And he claimed that if the ILEA was disbanded and responsibility for education was taken over by the inner London boroughs, or by a number of new "consortia", the posts would rise by 30 per cent or more.

His television appearance came three days after the quiet publication of the Conservative Party's Baker committee report, code-named "Sherlock", which in six pages backs the break-up of the Labour-controlled ILEA.

Last week Mr Neil Kinnock, Labour's education spokesman, condemned the Baker report as a 250-word party meeting to Conservative backwoods. Councillors last summer suggested getting out of the ILEA and running their own education service.

He said the authority, with 35 directly elected members and 12 borough members representing the local authorities, was accountable as any other metropolitan authority. Education, including all native Gideon.

Unions split on 'secret ballots' cash plan

Teacher unions were split this week over whether they would use Government money to pay for secret ballots as proposed in the Employment Bill now before Parliament.

The two unions which belong to the TUC, the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers, said they would abide by the TUC's opposition to the scheme although a firm decision would be made by their respective executive committees and annual conferences.

The Assistant Masters and Mistresses Association and the National Association of Head Teachers said they would use the money for elections of presidents. They would save about £16,000 and £3,000 a year respectively.

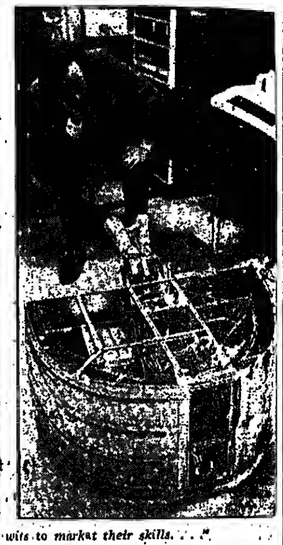
All the unions were concerned at the effects of the planned legislation on small schools. Under the Bill, newly established closed shop private schools would be exempt from obeying existing employment laws if they had fewer than 20 employees. Teachers could be sacked without compensation, unfairly dismissed or [illegible] for the first two years [illegible] redress against the [illegible].

There is a fear [illegible] of small private schools [illegible] room over the next [illegible] result of the Government's [illegible] assisted places scheme. [illegible] be nothing to protect [illegible] heads", said Mr Owen Hare, [illegible] eral secretary of the AHT. [illegible] NUT has put forward amendments to this part of the Bill.

Clauses on picketing do not worry most of the unions, but the NUT is concerned about the exact scope of the new definition of lawful picketing. Doubt has arisen about whether protection is given to teachers on a demonstration or a picket line on the steps of a town hall, for example, or whether union members from one school or local authority can picket another school or local authority and escape prosecution.

Platform

John Maddox, director of the Nuffield Foundation, on the part university research departments can play in providing new careers for the victims of industrial decline



"If there were a small army of, say, newly trained systems analysts in South Wales, it would not be long before some of them had the wits to market their skills. . . ."

The science of recycling the unemployed

Is scientific research in any way relevant to the country's economic problems, present and pending?

For the past 30 years, the assumption that we would all one day become prosperous on the backs of the innovation flowing from the research laboratories has guided public policy towards education, in particular higher education. But is the assumption valid? And in what way can the activities of clever people in university research laboratories be expected to help with some of the industrial problems now emerging?

Take, for example, the case of South Wales, which I visit frequently. Traditionally, South Wales lived by heavy industry, steel and coal-mining. Since the war, the pit and steel plants have been swept away and replaced by two huge steel-making plants, one near Newport and one at Port Talbot. They are efficient plants, which would have been more efficient if it had not been decided that, for social reasons, the satellite finishing plants should be scattered throughout the region. But now the British Steel Corporation plans to shut down one or the other (but it may be decided that the capacity of each of them should be halved).

It supposes that the result will be calamitous is not to exaggerate. Something like 20,000 people will be thrown out of work later this year, when the present strike comes to an end. Nobody knows how great will be the consequential unemployment, not merely in the collieries whose coking coal will no longer be needed, but in the businesses which have traditionally provided services for the relatively prosperous steel workers. The Government's decision to give the Welsh Development Agency an extra £40 million to spend is an explicit recognition of the trouble there will be. It is reasonable to ask how science and technology might help.

Splashing money about, even an extra £40 million, will not in itself be sufficient. South Wales is already littered with newly built factories which are in themselves a difficult demonstration of that. For the past 20 years successive governments have induced all kinds of companies to set up manufacturing operations in Wales. Often these have provided jobs, but for heroic fellows like the local colliery and steelworker they have been a mixed blessing. In the past few years these factories have been shutting down at an alarming rate, as the companies concerned have been compelled to contract their manufacturing operations.

To those who know South Wales, topography of heavy industry by light manufacturing industry has been curiously out of character. Assembling vacuum cleaners from parts manufactured elsewhere has always seemed a domestic job to people brought up to tap blast furnaces or to run computerised machinery in the contorted coal seams of South Wales. So is there a chance that this part of the world might be helped to keep some of its traditional character and a decent share of the national wealth, whatever that may turn out to be?

One fly in the ointment is the impoverishment of technical training in South Wales. Traditionally the Welsh are keener on education as a cultural commodity than most other parts of the United Kingdom, but it is my impression that they still regard the educational system as a route to some predominantly academic or intellectual job. Recently people—especially young people—have seemed to me to follow the notion that education can contribute to the country's economic prosperity by the foolish preoccupation with the survival of the Welsh language.

Especially because the traditional industries, steel and coal mining, have seemed to me to follow the principle that technical skills can be picked up on the job, this talented labour force is consciously short of the technical skills at the heart of the engineering and electronics industries. That part of the reason why South Wales has been able to attract only relatively insubstantial industries in the past few decades.

This, then, is one obvious way in which more science and technology could help to save (or the prospect that South Wales will become an industrial desert of some kind). Is it not high time to take seriously the notion that, repeated retraining has become an inevitable part of modern industrial life? And would not that be a sensible use of a substantial part of the time the Government has scraped together?

But can it make sense to train people for jobs that do not yet exist? That is what the sceptics will be saying. The answer is that in circumstances as desperate as those in which South Wales is likely to find itself in the next couple of years, gambling on the future may be prudent. It is my guess that if there were a small army of, say, newly trained systems analysts in South Wales, it would not be long before some of them had the wit to market their skills, and profitably at that.

That is one set of tasks to which the academic community should be persuaded to bend its energies. But what about research as such? In what about research in which the three some way in which the three relevant colleges of the University of Wales (two at Cardiff and one at Swansea) might be harnessed quickly to the needs of the community in which they are embedded, helping to create the technical basis on which new industries might eventually emerge?

The first reaction of academics will be to say that the time-scale of academic life is too long. It takes three years (at least) to produce a graduate. Turning bright ideas into new products and processes by means of research and development may take even longer, and in the case in a task best carried out by industrial companies not academic institutions.

In my opinion, it is time to call that bluff. Academic institutions have for too long regarded their obligation to society as discharged by the production of graduates. That is, of course, a social function. But in circumstances where are as socially demanding as those now in prospect in South Wales, there are the strongest reasons why the academic part of the community should find ways of contributing more independent benefit to the community in which it is embedded. After all, it is not merely the prosperity of South Wales which is at stake, but also the reputation of scientific research to yield economic benefit.

EXCHANGE

International education is not a subject to be taught; it is a frame of mind. Educational exchange is a network through which the spirit and fact of international education can spread.

UK/US SCHOOL EXCHANGE

- 4 weeks in the USA for £400 at Easter 1981 or for Scottish schools, in May/June
- living in an American family and attending the neighbourhood school
- optional tour of New York City
- open to all students 13+
- staff member travels free with group of 10 students

UK/CANADA SCHOOL EXCHANGE

- participate in a pilot scheme—limited number of places
- francophone and anglophone link schools
- reciprocal homestay hospitality
- varied school-based programme
- broaden your pupils' horizons

UK/INDIA SIXTH FORM EXCHANGE

- open to both individuals and groups
- 5 to 6 weeks in India at Christmas
- a homestay, a study period and a community service project
- time for touring
- development education through experience

Take the initial step by obtaining full details from the School Exchange Officer.

CENTRAL BUREAU FOR EDUCATIONAL VISITS AND EXCHANGE
43 Dorset Street, London W1H 3FN. 01-486 5101
3 Brunt[illegible] Place, Edinburgh [illegible] 4HT. 031-447 80[illegible]

NEWS

Community homes failing through lack of cooperation, report says

by Diane Spencer

This week's HMI discussion paper on the poor standard of education in former approved schools, now community homes with education, highlights the dismal relationship between these institutions and local education authorities.

Most of the teachers in these homes are appointed by the local social services departments which run them, not by l.e.a.s. No law that CHES should be inspected by local education advisers applies.

In many authorities, cooperation between the schools, the social services departments and the l.e.a.s is ad hoc or even grudging. For these reasons The National Union of Teachers wants to see the homes placed under the control of local authorities.

As one NUT member said: "We see this largely as an education problem which should have social work backing; not as it is at present, a social work service with an inadequate educational back-up."

In 1978 the Warnock report on special education recommended that teachers should be in the service of the education authority, not the social service departments as it is in all but around 10 per cent of CHEs.

The HMI's paper criticized almost every aspect of education in nearly all the establishments visited although it singled out some aspects of a few for praise. The inspectors acknowledged that teachers were working in very difficult conditions so "it was not surprising that the education provided in CHEs is frequently at fairly low overall standards, in spite of the commitment of many of the teachers".

The report criticizes:

- lack of liaison between secondary schools and assessment centres on pupil's educational records,
- careers education being given low priority; the difficulty teachers had in placing pupils back in ordinary schools,
- shortage of essential equipment and lack of library facilities and laboratories,
- shortage of specialist subject teachers and those with special training in dealing with the disturbed,
- lack of liaison between education and care staff,
- little or no support from l.e.a. advisory services,
- "fragmented, irrelevant, non-progressive and undemanding" education programmes,
- lack of attempts to diagnose specific learning difficulties or to relate remedial work to experiences outside the classroom,
- poor record keeping.

Inspectors visited 21 out of 128 CHEs which accommodate some 6,400 children during 1978 at the invitation of the Department of Health and Social Security. The sample included 15 boys' CHEs with between 105 and 52 pupils in each, and six girls' homes with between 44 and 29 pupils. Length of stay varied from 14 months to two years 11 months for boys and 10½ months to two years for girls.

The CHEs take what the inspectors call "disturbed and disturbing children", most of whom are underachievers in education. Some of them are also delinquent or petty criminals. All of them are in council care.

The CHEs were set up by the Children and Young Persons Act 1969 and are the responsibility of either social service departments or voluntary organizations.

The inspectors recommend a radical reappraisal of assessment procedures, of methods and of the curriculum as a whole. They emphasise that improvements can only be made if a new relationship between CHEs and l.e.a.s can be worked out.

HMI Series: Matters for Discussion, No. 10, Community Homes with Education, HMSO £2.50.

Labour launches petition against the cuts

The Labour Party this week launched its campaign against the cuts with a warning from Mr Neil Kinnock, Shadow Education spokesman that Britain would become a "less educated society". However, he refused to give a pledge to fully restore the effect of cuts.

Mr Kinnock said that, according to figures released by the Educational Publishers' Council, the real cuts in capitation allowances for teaching in schools were now in the region of 25 per cent. He also quoted a letter from Mr Neil MacFarlane, Education Under Secretary, which stated that 300,000 children currently receiving free school meals would specifically be excluded as a result of the Education Bill now going through Parliament.

Speaking at a Press conference to launch a national Labour Party petition against the cuts, he added: "We will become a less educated society as local education authorities are forced to make reductions in provision for the disabled, peripatetic children, music lessons and education in arts and sports."

Personal column

Gerry Fowler

Dead end course

Whatever Keohane says, I still do not like the Certificate of Extended Education. To be more precise, I do not see how it accords with the present trend of debate about the aims and objectives of education. Furthermore, it makes much less sense when offered within the present institutional structure of post-16 education, than it might do within an alternative structure in which the courses provided by schools and by colleges were integrated, whether in tertiary colleges or by less formal means.

The central problem with CEE is that it is essentially a non-vocational single subject examination. I have no objection to such examinations, but I wonder whether they are appropriate to those who have already passed the school-leaving age and whose next step must be a work full-time work.

The course may help to develop further the basic literacy, numeracy, and communication skills of those who take it, and these are gains which are not to be scorned even in the context of finding a job. But beyond that it can do little to ease the sometimes traumatic transition from school to work, or to enhance the pupil's employment prospects.

Neither does the course lead naturally into further study or training, least of all that with a specific vocational bent. For most who take it, it must be the end of the line. That is not surprising, since it was designed to be offered in schools rather than further education colleges, and arose from concerns expressed by the Schools Council of the education been suited to the needs of the "new sixth".

Schools are able to offer very few vocational courses, and despite years many of them still have but tenuous links with the world of work—this is why CEE has been regarded with some suspicion by further education, even in some colleges it has been promoted to offer it. The way its introduction hardens the traditional distinction between the school sector, with general and non-vocational education, and further education providing vocational education and training—a distinction which otherwise has for two decades become ever more blurred, through the growth of GCE courses in the colleges, the establishment of CGLI Foundation Courses in some schools, linked courses, tertiary colleges, and looser schemes of collaboration between local schools and colleges.

If this latter trend were to lead in the end to the unification of 16 to 19 education in each locality, however that were achieved, then it might be possible to revamp the CEE, giving it much more vocational content, so that it led naturally into craft education and training. Everyone is familiar with the obstacles to such a unification.

Further, it might be argued that courses of this type already exist. Apart from the CGLI Foundation Course, there is the Certificate of Further Education (CFE), which has two or three core courses plus a vocational specialism, and often includes a workshop placement. But CFE is offered only in some FE colleges, never in schools.

Some might argue that my emphasis on preparation for work is misplaced, and that the primary and perhaps the only task of education must be the development of the individual. I would agree that we must never undervalue this objective, and that some of those who have contributed to the educational debate of the past five years have wished to distort school education to fit the (often unclear) demands of employers in ways that would be undesirable, if not impossible.

Nevertheless, youth unemployment continues to rise, and there is an undoubted mismatch between the skills and knowledge of many leaving the school system, and what potential employers might reasonably require of them. I doubt if CEE will do much to bridge that gap, and there is little evidence that employers regard it as doing so.

Nor is it sensible at present to argue that it is up to employers and the FE colleges together to provide both work induction and that training which will form a secure base for both initial and future employment. Day-release continues to decline. The idea of the Youth Opportunities Programme has swung heavily away from further education and training, towards Work Experience on Employers' Premises, known as WEEP. Sometimes I do.

The Government likes WEEP, because WEEP is cheap; but it usually has no training element, and is often less work induction for young people than a publicly funded selection mechanism, primarily benefitting employers.

The job therefore remains one for the education system. For me this problem calls into question the desirability of the "new sixth" itself, as well as of the CEE designed to serve it. Would not the needs of most of its members in many (not all) schools be better met if they were in FE colleges, and back of all if they were in tertiary colleges? That may be to wave a red rag to some bullish headmasters, but if they think hard about the long-term good of their pupils, they may decide not to charge after all.

Hundreds join strike against spending cuts

by Richard Gardner

Hundreds of teachers returned from the half-term break to go out on strike in Avon, Trafford and Leicestershire as members of the National Union of Teachers stepped up their campaign against the cuts in spending.

In Ealing, too, strike action is planned against what teachers' leaders claim is the biggest percentage cut in an education budget that they have come across so far.

NUT members plan to lobby the next council meeting on March 11 which will be urged to accept an 8 per cent cut in spending already agreed by the education committee. This will mean a cut of £3.8m, axeing 180 teaching posts—only half of which will be covered by falling rolls—and refusing to admit children to schools until they have reached the age of five.

Leicestershire was the new area for NUT action this week as teachers in 120 schools staged a one-day strike to lobby councillors and protest about plans to cut £6m from the education budget next year.

However, in Trafford, prospects of a settlement to the teachers' dispute looked bleak as a total of 96 NUT members in four secondary schools and one primary school went on an indefinite strike on Tuesday to protest about 50 teaching jobs already lost in the borough.

Next Tuesday they will be joined by 70 members of the National Association of Schoolmasters/Union of Women Teachers who are due to begin a three-week strike in five schools to protest over the cuts.

Poll shows meal prices felt to be the hardest blow

by Sarah Bayliss

A public opinion poll has revealed that almost one in two adults in Britain would prefer increased government spending even if it meant increased taxation. The figure shows a substantial shift compared with March last year when one in three people expressed this view.

The poll, conducted by Gallup for the BBC and *The Daily Telegraph*, found that among Conservative voters 37 per cent favoured an extension of public services compared with 33 per cent who preferred a reduction in taxes. Labour and Liberal voters (53 per cent and 59 per cent respectively) wanted public services to be increased.

A sample of 1,097 electors was interviewed during seven days in February. Almost half said their households had been hit by some form of cuts and charges. The most widely-felt burden was the increased price of school meals which 26 per cent of all adults were paying, including half of all people aged 35 to 44 years.

On other education issues, 6 per cent were affected by a reduction in numbers of teachers, 5 per cent faced an increase in school transport charges, 2 per cent faced a loss of expected nursery places, 2 per cent were unable to get a grant for further education and a similar proportion were affected by the closure of a school, nursery school or day care centre.

Structured work to develop phonic skills for 6 to 8 year olds

PHONIC WORKBOOKS

E. H. Grassam

★ Comprehensive coverage of basic phonic skills
★ Script a and g throughout
★ Many drawings to be coloured in
★ Each book printed in a bright colour
★ Full contents list and teachers' notes on exercises

This increasingly popular series has proved its value as a systematic phonic skills development course. The six workbooks take a simple structure and careful grading throughout, ensuring that each step is thoroughly practised before the introduction of a new topic.

Phonic Workbooks 1 — 6

Book One	(602 20716 9)	Book Four	(602 20719 3)
Book Two	(602 20717 7)	Book Five	(602 20720 7)
Book Three	(602 20718 5)	Book Six	(602 20721 5)

Each book 32 pages 24p

Published by Ginn and Company Limited

Please complete the coupon and send it to the address shown below. No stamp is required if posted in the UK.

Please send me inspection copies of Phonic Workbooks, as indicated.

Phonic Workbooks Book One ☐ Two ☐ Three ☐ Four ☐ Five ☐ Six ☐

Name .....

School Name and Address .....

..... G512

Ginn and Company Limited
FREEPOST Aylesbury Buckinghamshire HP20 1BR

NEWS

Examiners say Government's 'absolute standards' pledge is an impossible ideal

Doubts if 16-plus can make the grades

by Bob Doe

Examiners were sceptical this week about how feasible it would be to publish absolute standards for grades in the new 16-plus exam as the Government plans. As one senior examiner put it: "Give us 20 years and a huge research budget and we might make a dent in the problem."

The Government announced last week that the seven-grade exam to replace O levels and CSEs would be defined by all boards in terms of performance standards. Grades that are based on measurements of the prespecified knowledge and skills are known as criterion-referenced as opposed to norm-referenced where each grade is awarded to a certain percentage of the entry.

Exam boards now use a mixture of both methods. They have certain guideline percentages for each grade. But they also check scripts on the borderlines between grades to ensure that similar standards are being applied from year to year.

But these "standards" are never published. They are rarely even made explicit between examiners.

They are largely based on experienced but subjective judgments.

The closest thing to a definition of present standards is the CSE Grade 4 which is said to be the grade any average 16-year-old would get who had reasonably applied himself to an appropriate course.

Laying down, as the Government want, just what a particular grade in a subject meant a candidate could do is accepted by examiners as a very attractive ideal. But the technical snags have always defeated any attempts to do this in anything but the simplest mastery tests such as typing a certain number of words in a given time.

The publication of grade standards would mean boards could ensure their standards were in line with other boards. It would also be fairer to candidates and all employers more.

But as a recent schools council report on exam comparability says, the difficulty lie in setting criteria that are couched in general enough terms to leave schools some degree of freedom to choose what and how to teach but unambiguous enough to satisfy examiners and users.

The national grade standards proposed would have to be general enough to accommodate different syllabuses from each board.

It is expected that in the syllabus sections that are not common, exam boards will tend to be as different as possible to justify their separate existence.

The difficulty with setting grade standards is that subjects at this level are made up of diverse blends of knowledge and skills. Taking a simple case, grade standards may be set in a modern language, for instance, in terms of reading, writing, listening and speaking skills. At present marks in each of these are averaged out to award a single grade.

In other subjects a certain hierarchy of abilities is thought to apply. Pupils have to possess certain knowledge before they can understand and have to have understanding before they can apply that knowledge, it is said. In such subjects the lower grades might depend on pupils meeting only knowledge requirements while the upper grades demand understanding and application.

Exams which allow choice of items also pose obvious questions and the alternative papers proposed to bridge the CSE and O-level range could prove a headache as well.

The Schools Council examinations comparability forum, a group of teachers, researchers and examiners set up two years ago, believes nationally agreed grade definitions are worth a try but that there are major difficulties.

Privately, however, some examiners predict that in subjects like English literature these definitions will never get beyond general statements about books read, things understood and sensitivities awakened.

Boards wonder if they have courted right partners

The Government's 16-plus decision has thrown some of the exam boards' plans for reorganization back into the melting pot. The full implications of what the Education Minister announced last week are not clear even to the exam boards that are expected to make their work. But already some are thinking again about which board to cooperate with in the new exam.

[illegible] made 16 plans [illegible] GCE boards to [illegible] CSE boards and also with the Alternative Joint Examining Board (AEB).

But some of the CSE boards are now worried about both the practicalities and principles of such groupings. In the free-for-all in exam board choice that the Government has proposed in place of a regional system, some are now wondering whether they have courted the right partners.

Though the GCE boards offer their exams nationally in contrast to the mixed regionalism of the CSE boards, they are stronger in some areas than in others. The AEB predominates in the Midlands and the Oxbridge boards in the south and west.

Though the CSE boards have been the backbone of operating new boards on a regional basis, they have had to retain some degree of teacher representation on exam boards. Reckoning that schools will choose their new exams according to their preferred GCE board rather than their local CSE board, CSE boards wishing to retain local links are now looking to the GCE boards strongest in their areas.

For the Southern Board, for instance, already disenchanted with the AEB because of the way they ended further negotiations on regional grouping as soon as the last Government fell, has started to talk with the Oxford GCE board. The Midlands CSE boards and the AEB are talking too.

The CSE boards have reservations however, about getting linked up with the expected monopoly of the Oxford and Cambridge GCE boards. Cambridge is anxious to increase its share of the home market to rival the size of the JMB consortium. Teacher control as decreed by CSE boards would be impractical in a board stretching from Leeds and to the Wash.

Reading test for all at 8 years considered

The Government is considering a reading test for all eight-year-olds to identify those not making sufficient progress. It is understood that Lady Young, the junior education minister responsible for schools, wants an early warning system to catch the children who now turn up in secondary school remedial groups.

The Government is looking at various schemes now in use. But it is unlikely to receive much encouragement for this approach from the authorities which could provide a model for reading tests.

The Department of Education and Science's Assessment of Performance Unit has also been asked for their opinion. They have already gone on record as saying that blanket testing would have a bad effect on the school curriculum.

In their manifesto the Tories committed themselves to some sort of testing: "The ATU will set national standards in reading, writing and arithmetic monitored by tests worked out with teachers and others and applied locally by education authorities", it said.

It is understood that Ibers is a suggestion, so far of compulsory l.e.a.s to adopt any new screening test. The Government is looking at what can be done and a more common approach among authorities is being discussed.

Public concern about standards in the past 15 years has led to a significant increase in the amount of testing done by l.e.a.s. Most are now involved in testing of one sort or another.

But tests designed to tell local authorities about average standards either in each school or across the whole authority are unlikely to reveal much to help teachers with individual pupils. In some cases the diagnostic purposes claimed for such testing are felt to have been just a sweetener to get teachers to swallow the pill of accountability testing.

Lady Young is thought to be looking at Somerset as an example of the sort of scheme the Government is interested in. Countywide testing in reading was begun there in 1974. It was useful for identifying those schools in need of peripatetic remedial teachers, and to reassure the education service's critics.

But the tests told observant teachers little they did not already know about their pupils. For the purpose, diagnostic tests of specific reading disabilities would be more useful. Writing to the APU's monitoring tests can be modified for this purpose and age group remains to be seen.

Lancashire announced in the middle of the Great Debate their intention of testing all nine-year-olds in English and mathematics. That has since been modified to a 10 per cent sample in line with the APU's advice on the avoidance of untoward backwash effects on the curriculum.

The Bullock report identified seven as the crucial age for children when reading difficulties. But that report said there was little point in mass testing unless LEAs were prepared to back up with special help for those pupils found to be in need of it. The report was also sceptical about the validity of tests then available.

● The Schools Council categorically ruled out the use of tests of screen seven-year-olds following a meeting with their metric this week. In their evidence to the Council of inquiry into the teaching of maths the council says "in no circumstances would we envisage a screening procedure which relied on pencil and paper tests".

Screening should be carried out by teachers talking to pupils and watching them do practical work. There was a need for more diagnostic work to be developed to pinpoint children's difficulties.

Maths and physics staff shortages get worse

Shortages of maths and physics teachers are getting worse according to a poll of half the education authorities in England and Wales.

Out of the 53 authorities answering a questionnaire from the National Association of Schoolmasters/Union of Women Teachers, 34 said the supply of teachers was "unsatisfactory" and getting worse.

Authorities were asked to indicate whether they thought the supply was "satisfactory", "unsatisfactory" or "quite inadequate". Four said it was quite inadequate. Asked whether the situation was "stable", "improving" or "worsening", five said it was improving.

Among the authorities with the largest numbers of vacancies for maths and physics teachers were Avon (15 maths, 4 physics), Berkshire (20 maths; 6 physics), Birmingham (15 maths, 18 physics), Ealing and Havering (both 10 maths and 10 physics) and Hampshire (11 maths, 11 physics).

Mr Fred Smithies, assistant general secretary of the union said: "The capacity of schools to provide a satisfactory education in some subjects is subject to a disastrous downward spiral. The basic reason lies in the fact that people well-qualified in such subjects as languages, mathematics and physics know very well that the working conditions and salaries provided by such employers as the European Commission, Marks and Spencer and British Aerospace are worlds above what can be earned in teaching."

Parents get pledge on Welsh

Welsh can be part of the basic core curriculum in predominantly Welsh-speaking areas but authorities must take national parents' wishes especially into that two years of compulsory schooling, says the Government.

In a report published this week setting out the position of Welsh in the "framework for the curriculum" proposals, the minister for Wales, Mr Nicholas Edwards, says the language issue generates strong and conflicting feelings. In some areas where Welsh is compulsory up to the age of 16, parents have complained that their children were denied opportunities to study other exam subjects.

The report, *Welsh in the School Curriculum* says: "Schools serving mainly Welsh-speaking communities may legitimately regard Welsh as a core subject forming part of the core curriculum for at least a majority of their pupils."

"Children not taught Welsh should be given such a background of Welsh history, tradition and culture as possible."

In mixed language areas English and Welsh should appear in the curriculum both as subjects and as learning media. The report calls for wider use of Welsh across the curriculum and in the life of schools generally. In mainly English speaking areas, authorities should provide fully bilingual education in separate schools or units in response to parental demand.

Welsh in the School Curriculum published by the Welsh Office, Oxford House, Hills Street, Cardiff CF1 2XG.

SPECIAL ANNOUNCEMENTS

A TERM ABROAD
For full-time teachers of languages and/or related studies

There are opportunities in Austria, Belgium, France, Federal Republic of Germany, Spain, Switzerland and Luxembourg. Gain personal and professional enrichment through exchanging your teaching post for the term or a year with a European colleague.

Exchange teachers are seconded on full salary with all rights safeguarded and with substantial support from central government funds. Let us know if you are interested in post-to-post exchange with another European country.

For further details please contact (specifying country):
Teacher Exchange Bureau (EE)
and
Central Bureau for Educational Visits and Exchanges
43 Dorset Street, London W1H 3FN, Tel: 01-486 5101
3 Bruntsfield Crescent, Edinburgh EH10 4HD, Tel: 031-447 8026

JOBS
HUNDREDS TO CHOOSE FROM IN THE CLASSIFIED PAGES IN THIS ISSUE

Ninth Sir John Adams lecture
The Government in the Classroom
Myron Atkin, Dean, School of Education, Stanford University, USA.
Thursday, March 6, 1980
Logan Hall, University of London Institute of Education, Bedford Way, London, WC1.
Admission free and by programme

NEWS

Food giants bid for first bite at the meals service

School meals Forte Ltd?

by Richard Garner

Food moguls Sir Charles Forte and Maxwell Joseph are bidding to add the spice of private enterprise to the school meals service.

Companies under their control are in the forefront of approaches by a number of private companies to education authorities to take over school meals services or offer advice on how to run them. At least two have already decided to let them in to have a look at their service.

The moves follow a relaxation of price controls under the new Education Bill. The Bateman Catering Organization, a subsidiary of Maxwell Joseph's Grand Metropolitan group, and Gardner Merchant Food Services, the catering wing of Trust House Forte are the forerunners.

Mr Ian Franks, spokesman for the Bateman Catering Organization, which already operates the school meals service in several public schools, including Sevenoaks and St Peter's, York, said: "We have contacted most of the large authorities in the country with a view to catering for them and several proposals have been presented to education authorities.

"Our service offers two options —either running the catering service for a fee or operating on a consultancy basis for a lesser fee.

"We would interview the staff currently working with the authorities to see if they are suitable and if they are we would offer them a job. Otherwise, we would employ our own people."

Mr Michael Oliver, marketing director of Gardner Merchant Food Services, said: "I would say we are in discussions with a group of authorities on an ongoing basis."

Two authorities—Berkshire and Lincolnshire—have already allowed private caterers in to have a look at their service with a view to improvements.

In Berkshire, a private catering firm is to be allowed into a technical college and selected schools so that it can then decide whether to approach the education authority to negotiate any kind of takeover arrangement.

In Lincolnshire, four private catering companies were offered the opportunity of looking at a college of further education, a large secondary school, a small secondary school and a primary school to see if they would be interested in them. County councillors have ruled out the possibility of private firms being allowed in during 1980-81 but a working party is expected to consider the idea again next year.

Rainswept pickets outside the Specialist Language Centre

Language staff picket college over sackings

Sixteen teachers at a language school have been dismissed after staging a one-day strike in protest over plans to declare them redundant.

The teachers work for a York based company called Special Language Services Ltd which runs courses in occupational English for foreign businessmen and operates a "rent-a-teacher" scheme for companies abroad. Until the end of last week, it employed teachers in Sweden, Abu Dhabi and Vietnam.

The teachers walked out on strike after the directors of the college said all would be made redundant by the end of May because the company planned to mount a franchise scheme in Britain which would take them back only on a temporary freelance basis. All—with the exception of the teacher in Vietnam who could not be contacted about the strike—were immediately dismissed.

Now they are fighting for reinstatement and picketing the college to win their jobs back. They are members of the industrial language teachers' branch of the white-collar workers' section of the General and Municipal Workers' Union.

The strike has caused an additional dilemma for one of the teachers, 35-year-old Rod Revell, who was on the York picket line this week after being told to leave Abu Dhabi because his action in striking was illegal under Arab law.

"They took my passport away and cancelled my visa," he said. "I was told I should leave the country as soon as possible." He arrived back in England on Monday.

"It was a very difficult decision for me to make as to whether to go on strike because I knew strikes were against the law of the land," he said. "The company I was working with were obliged to follow it up as I had made my action official.

"They were very nice about it and at first it was thought that as my action was not directed against them I might be all right. Then I was told my visa would be cancelled. They were extremely sympathetic and reasonable and at no stage was I in fear that I would be clapped into gaol or anything like that."

Directors of the college say they have been able to carry on with courses since the dismissals. One of them, Mrs Christine Steadman, is a teacher herself.

Mr Keith Packlit, the finance director, said: "We do one to one teaching courses in the United Kingdom. Last year we had seven, eight or nine courses a week, but it has dropped down to three. By the middle of January, we became seriously concerned because we realised it was not just a temporary hiccough."

Oxford nurseries axe swings elsewhere

Now that Oxfordshire has scrapped its plans to close all the county's nursery schools and classes, the council is considering what other cuts it will make to save the target figure of £586,500 next year.

Meanwhile, officials are working on a revised plan for the undertakings which would take the Government's legislative changes into account.

A joint statement issued by Mr Hugh Barrett, leader of the council, and Brigadier Roger Streatfeild, education committee chairman, made the council's defeat over nurseries plain. "Since the proposals to make nursery schools closures subject to Section 13 procedures, they now think the opportunity to change nursery education in Oxfordshire has been lost", they said.

Many local observers fear that the council's search for alternative savings may lead to more closures of primary and middle schools. "To this council, cuts mean closures", said one.

The leaders' pessimism about not being able to change nursery schooling may not be shared by Mr Tim Brightouse, the county's Chief Education Officer. Mr Brighouse and the Director of Social Services were due to present a joint report outlining a new scheme for the underfives to the schools sub-committee last Thursday. The council has now asked them to draw up another report by the end of the summer, with the new legal position in mind.

As expected, the report drawn up for last Thursday's meeting proposed units very similar to Gloucestershire's nursery centres. Those would use the resources of all pre-school provision, including playgroups and day nurseries. Hours of attendance would be flexible and a high degree of parental involvement would be expected. The report envisaged charges—now out of the question because of the Government's refusal to change the law.

Mr Brighouse believes such a scheme would be preferable to Oxfordshire's present nursery system.

Women teachers forced to leave babies with childminder to keep jobs

by Stephen Cohen

The plight of women teachers who leave school to have children is revealed in a report to be published in April.

They are being forced to leave their babies with child-minders so they can go straight back to work, because their jobs are not kept open for them long enough.

A survey by researchers at Lancaster University says women always used to be able to take a break from teaching for a few years while they brought up their children. They would then look for part-time work before returning to full-time teaching. The part-time jobs have now dried up.

If they want to continue working they have little choice but to hang on to their full-time post and return immediately after their maternity leave has expired.

They are entitled to 18 weeks leave on full pay, but if they have been working for at least two years local authorities are forced to keep their jobs open for 29 weeks after the baby is born.

Nearly 2,000 women teachers took part in the survey which was sponsored by the Equal Opportunities Commission and the former Association of Assistant Mistresses which has now merged with the Assistant Masters' Association.

The aim was to investigate how far the employment prospects of part-time teachers—and married women returners to teaching in particular—were being limited. Many authorities, faced with falling pupil numbers and surplus staff have restricted the openings for them. It is also possible that changes in employment legislation which have given part-time workers more protection might have influenced the employment patterns of local authorities.

The survey's research officer, Ms Gill Needham, said this week that the reduction in part-time vacancies was widespread.

Union backs ban on secondary pickets

The Assistant Masters and Mistresses Association is believed to have become the first union in the country to support government moves to outlaw the use of secondary pickets.

The executive of the traditionally moderate union has voted narrowly in favour of declaring its support of the Government's proposals to outlaw the use of secondary picketing and has written to Mr James Prior, the Employment Minister, informing him of its decision.

Mr Peter Smith, assistant secretary of AMMA, said: "There were really two aspects to our decision—secondary picketing by teachers' unions themselves and the wider issue of secondary picketing in general.

"I do not know of an example of teachers' unions being involved in secondary picketing but we foresaw it as something that was not impossible and we would disapprove of it."

Keep these ladies in a safe place until you need them.

1 Linda Beds, Berks, Bucks, Cambs, Essex, GLO, Hants, Herts, I.O.W., Kent, Norf'k, Suff'k, Sussex.
2 Veronica Corn, Devon, Dors, Dyfed, Glam, Glos, Gwent, Gwynedd, Heref'd, Oxon, Powys, Somerset, Wilts, Worcs.
3 Andrea Leics, Lincs, Northants, Notts, Salop, Staffs, Warwicks.
4 Noel Derbys, Humber, Yorks.
5 Gillian Bury, GMC, Oldham, Rochdale, Salford, Stockport, Tameside, Trafford.
6 Sue Ches, Clwyd, Cumbria, I.O.M., Lancs, Bolton, Wigan, Mersey, St. Helens, Knowsley, Liverpool, Sefton.
7 Anne Cleve'd, Gofesi'd, N'thumber'nd, Sund'rl'd, Durham, Newcastle, Tyneside, Scotl'd, N. Ire'nd.

As from now all of you have your own personal contact in our Customer Service Department, with whom you can build up a personal relationship.

If you require any information whatsoever, just contact the CSD girl for your area. She is trained to deal with your enquiry, either from her own knowledge or by consulting an expert from another department. And because she is dealing with you, personally, you can be sure that your CSD girl will answer your query very quickly indeed.

This is a new kind of service to Education. And like all the best ideas, it's simple.

We suggest you cut out this advertisement and keep it handy. It means that if ever you need information, or have an enquiry of any kind, you'll have the name of your own, personal CSD girl.

Hestair Hope
St. Phillips Drive, Royton, Oldham, OL2 6AG. Telephone: 061-652 1411.

We're all working for you.

NEWS

Teachers should help foot in-service bills, conference told

by Bert Lodge

In-service courses should be more expensive with teachers themselves paying something towards the cost, a prominent teacher trainer told a conference of more than 200 teachers this week.

Dr William Taylor, director of London University Institute of Education, also complained that universities were penalized financially for putting on part-time in-service courses. He called for a special allocation of money for those universities, providing in-service training. And he condemned teachers whose political activities tarnished the image of the profession.

"I see no reason why some payment for in-service education and training should not be collected from the individual teacher", he said.

"After all, going on courses usually paid off in terms of promotion, increased salary or job satisfaction", he pointed out to the conference, called to discuss the recent HMI survey of secondary schools.

Dr Taylor, a former secondary modern school teacher, said that universities were the largest providers of in-service training leading to higher qualifications. They would face increasing pressure to provide more part-time courses as local authorities were forced to cut down on expensive full-time secondments.

"But the present system of funding did not reimburse them adequately for their work with part-timers. Nor did the fees chargeable to part-time students come anywhere near those paid by full-time students.

"A teacher doing a full-time postgraduate MA course at a university next year will pay £1,105. Each university fixes its own part-time fees but in some places a part-timer could take the same course over two years for as little as £150 a year. In some public sector colleges which have advanced qualifications validated by universities, the tuition fee for the same course is only £55 each year."

The economic cost of a part-time year was about £1,500, Dr Taylor said. One solution to the problem was to give universities a certain amount for part-time students at the same time as setting their fees in exact proportion to full-time rates.

"A postgraduate MA student would then suddenly have to pay not £150 but £550 (half the full-time fee) for each year of tuition. How many students who pay their own fees are going to enrol or continue in the face of a more than 300 per cent increase?"

Moreover, half of the students had their fees paid by local authorities. Given their difficulties, would they be willing to support in-service training at such inflated rates, he wondered.

There were worse rumours. He had heard that the cost of teachers' in-service training might soon no longer be chargeable to "the pool" —the kitty that every local education authority contributes to. It would mean each authority then having to find all the costs of supporting its teachers.

"This might not make much difference as far as the total costs are concerned but the psychological effect . . . might be very great."

He thought the best arrangement would be for the Government to give money to the University Grants Committee to pass on to universities offering in-service training. They could then provide courses at fee levels "adjusted to a rational appreciation of social and individual benefit" or devise a system of in-service bursaries for teachers in their areas.

There was plenty of exhortation for teachers to undertake in-service training, Dr Taylor said. It was sometimes accompanied by suggestion that the profession contained more than its share of the idle and the incompetent.

"In countering such impressions we are not helped by those noisy groups of politically minded activists among us who, to the detriment of us all, so gladly offer themselves as headline fodder."

Spending cuts threaten courses in journalism

One unintended [illegible] the Government [illegible] likely to be the [illegible] That is because [illegible] pre-entry news[illegible] in colleges of further [illegible] direct only discourage [illegible]

Many [illegible] including the [illegible] Education Authority will not [illegible] grants to students with places on these vocational courses, preferring to spend their money on students on full-time degree courses. Also likely to suffer are the block-release courses run by the [illegible] for the National Council for the Training of Journalists. That is because some bodies will now allow the transfer [illegible] outside their [illegible] entirely of [illegible] Nottingham University, whose [illegible] been valued by journalists [illegible] course on principles of [illegible] was invaluable. Not [illegible] to become a critic, but [illegible] know what critical [illegible] about.

school leavers are sponsored now by newspapers on pre-entry courses.

One unexpected outcome may be the emergence of degree courses in journalism, like that already suggested at the Chelmer Institute for Higher Education in Essex, and recently recommended by the NCTJ exams and syllabus sub-committee.

That could be the first advanced course in journalism in British higher education since the diploma in journalism was run at London University between 1919 and 1939. Former students on that course, ranging from Geoffrey Pearmain, Robert Stephens, and diplomatic correspondent of *The Observer*, all the editor of *The People*, to [illegible]

Tourist guide to universities

A new section in the 1,300 pages of *Which Degree 1980* provides a tourists' guide to the towns and campuses associated with every degree awarding institution in the United Kingdom.

It also provides social and welfare information about each university, polytechnic or college.

Analysis of the courses shows that the market demand of growth industries is reflected by an increase in courses in microelectronics and computer science. Education, says Audrey Segal, also points out that the first courses in agriculture leading to a degree earned by day-release outside the universities.

Some courses are [illegible] discontinued but, writes Miss Segal, [illegible] in any significant numbers at the time of going to press and at no greater rate than in the last two years."

Which Degree 1980, Hodder [illegible] Publishing, £3.95, [illegible]

Diane Spencer visits a Youth Treatment Centre

High-security schoolchildren learn to live with the points system

Behind the low, stone wall and the trees in the quiet suburban road, the building stands like a cross between an hotel and a factory. Then you see the 14ft chain-link fence running round the grounds and straddling the block just beyond the main entrance.

The reception is carpeted; but on the desk the television screen monitors the corridor behind the locked door and the staff have key chains and intercoms in their belts.

Glenthorne is no hotel. Only the most hardened or disturbed children are sent there. It was set up in the Birmingham suburb of Erdington by the Department of Health and Social Security for £1.8m and is about to celebrate its second birthday.

There is only one other Youth Treatment Centre in the country; that was opened in Essex in 1971. Plans for a third in the north have been shelved.

The centres are a strange hybrid of hospital, approved school and children's home, mixing the attitudes of all three. Security is tough and Glenthorne was not without its problems when it was opened.

Extra tough glass was put in the windows; but the frames could be kicked out easily. The windows could only be opened from the outside. They were too narrow to get through; but "illegal substances" could be passed through.

There are 24 children, about 100 staff and the cost works out at between £400 and £500 a week for each child. It was the first purpose-built block of its kind and at first there was no safety fence.

The VPs (Young Persons), as the staff call them, are admitted for one of three reasons: they have committed an offence such as murder and are sentenced under section 53 of the 1933 Children and Young Person's Act to be "detained during Her Majesty's pleasure"; they are so disruptive that they have been removed from other institutions, or they have committed a number of minor offences as well as being disruptive or disturbed.

The Mary Bell case in 1968—the 11-year-old who murdered two small boys—acted as a catalyst to bring the YTCs into being. She was the youngest child to be sentenced under section 53, and her placement caused a major problem for the Home Office since no hospital was willing to take her.

Most of the children at Glenthorne are aged about 15; with IQs ranging from borderline ESN to 140. It can take children aged between 12 and 19 as it would be possible for someone like Mary Bell to go straight from there to an adult prison. This is the likely course for one boy there now.

The centre is run on behaviour modification lines. The children have to earn points in a "token economy" system. If they behave well, they can earn up to 1,250 points a day, which are recorded on a yellow card, carried by all the children.

The points can be banked; they can be spent on tangible rewards in the school shop; or they can be spent on time for various activities outside the centre—a football match costs 300 points, an hour's television 250, a sandwich 100.

If the children commit a "inappropriate behaviour" such as swearing, stealing, absconding or violence, their white card is removed and the points scored are frozen until they pay off a deficit on a pink card. The deficit on the pink card is only allowed to go to 2,000 points (that can be scored in a few minutes' exercise, since each outburst costs several hundred points). Otherwise the child would spend too much time trying to pay off the deficit and would become dependent and the positive aspect of the scheme would be endangered.

When maximum points are reached the culprit is sent to a "time out" room for 15 minutes. They are small, bleak, graffiti-decorated cells—a number of them are scattered around the building. Naturally, the staff have to be careful to whom they apply this as some children will behave badly just to be alone. Usually, most return to the class or their unit after the first quarter of an hour.

Mr James Wilkie, the director, emphasized that the aim of the centre was to get the children back into the community. He and one of the two psychologists there, Eugene Ostapuk, think their behaviour modification programme gives the children a better chance of achieving that rather than giving them drugs or punishing them.

The centre could take 33 children, but Mr Wilkie would not want more than 40.

It is divided into four units, three of which are in use. Each has a central sitting room, kitchen and a corridor leading off from each side, one for "boys" bedrooms, the other for girls.

From the home base of the unit the children go to the study block for lessons every weekday. They lunch back at the units and return for the afternoon session. That helps to break the day normally.

The school can offer English, maths, history, geography, woodwork and home economics up to CSE or O level. Everyone does English, maths, physical education, home economics and arts and crafts which can be pitched from remedial to exam level. There is a swimming pool and a large gymnasium. Unfortunately, through a design fault, the gym has a solid floor and the pool leaks.

Mr Wilkie would like the whole unit to be converted into a residential base both for the outside community and for his pupils to be trained in vocational skills. One of the units is occupied by children who have earned more freedom. Their behaviour is more acceptable to people outside. Some are on work experience and others are allowed home for short periods.

The staff have had to face a lot of hostility from the surrounding community; but after two years attitudes have mellowed. Schools use the pool now and some of the children from Glenthorne go to local youth clubs.

Sir George Young, Under-Secretary at the DHSS, visited Glenthorne recently and was impressed with the way it is being run. He found that the children preferred it to any other institution they had lived in and that they were thinking positively about their future.

But Mr Bob Forrest, the deputy director, pointed out that some children are unhappy about the indeterminate "sentence" of the time at the YTC. "We are still locking up kids—you can call it treatment but some of them see it as punishment. A lot of them would rather go to a penal institution because they know how long they are in there for."

Staff member in corridor consultation.

In the cell.

NEWS

MP to raise bus safety in Commons

by Richard Garner

An MP is raising the question of safety on school buses in the House of Commons following a number of accidents in which children have been killed or severely injured.

Mr Michael McNeir Wilson, Conservative MP for Newbury, has tabled a question to the Education Secretary, Mr Mark Carlisle, asking what advice has been issued by the Department of Education and Science on safety standards in school buses.

This follows a case in which a constituent of his, John Hawkins, aged 13, died after falling out of the door of a school bus before it had stopped. Evidence has come to light of three deaths and three children being severely injured in similar school bus accidents.

Mrs Alison Olding, a Newbury solicitor who represented John's parents in their battle for compensation, compiled a dossier of similar cases and then sent a list of suggestions for improving safety standards to Mr McNeir Wilson.

These included:

- Each journey should be supervised by a prefect watching the doors and emergency exit.
- An alarm system which would buzz the driver if the doors were opened while the coach was in motion.
- Fitting nearside mirrors to allow the driver to see that everyone getting off the bus was clear of the vehicle.
- Urging education authorities to use buses with driver-operated doors and
- Using doors with glass panels so a driver can see if a child is caught.

The suggestion that buses should have nearside mirrors has been backed up by Trefnant Community Council in North Wales where there have been two cases of children being badly injured by being caught in the doors of their buses. In one, 11-year-old Helen Stanyer was dragged three-quarters of a mile by the bus before her coat tore and she was left bleeding and in agony from friction burns.

This plea, forwarded by Clwyd County Council to the Association of County Councils, has prompted a review of safety arrangements among all county councils. They have asked all their 47 authorities to give details of their present practices in order that they can give a reminder to authorities of the best safety practices in operation.

Mr McNeir Wilson said: "As to the fitting of nearside mirrors, I should think they should be fitted."

He said the case in his constituency had highlighted three points of concern: no child should be allowed to stand by the doors; warning notices to this effect should be placed in school buses; there should be prefects on the buses.

During her research, Mrs Olding came across several cases in which children had either been killed or injured in school bus accidents. In addition to the death of John Hawkins, a Cambridgeshire schoolgirl, Nicola Pratt, also aged 13, was killed when she fell underneath the back wheels of a bus after her coat had caught in the door and become torn.

However, there are no centrally collated statistics showing the number of accidents and Mrs Olding said she believed they should be collected to give education authorities an idea of the size of the problem.

Student loans should be considered again

by Biddy Passmore

The idea of loans for students instead of the present grant system should be looked at again, it was suggested last week.

Mr Gordon Cunningham, education officer of the Association of County Councils, said loans could be repaid over a period of years, possibly through the income tax system. They could also be weighted to favour shortage subjects, either by giving a bigger initial loan or by varying repayment terms more favourably. He was giving evidence to the Commons Select Committee on education.

Mrs Angela Rumbold, chairman of the Council of Local Education Authorities and of the education committee of the Association of Metropolitan Authorities, said she favoured the principle of student loans, which would make higher education more responsive to manpower needs, but feared that the need to find money to repay the loan might damage students' concentration. It would be better to extend industrial sponsorship by both large and small firms, she said.

Mrs Rumbold had earlier made an impassioned plea for the vocational role of the polytechnics, saying that many students who ought to have gone to polytechnics were now going to universities. Developments in the 1960s had been "very bad", she said. It had been a very great mistake to turn the Colleges of Advanced Technology into universities.

Questioned on ways of making institutions in the maintained sector conform to national broad subject guidelines, the local authority associations emphasized the importance of a national body to oversee higher education. Such a body could fund institutions through block grants, and take the institution's response to national guidelines into account for the next year's grant, they said.

They were opposed to funding tied to specific courses.

Local authorities must keep maintained higher education under their control, Mrs Rumbold argued, especially if the polytechnics and other colleges were to keep to their practical and vocational role and not turn into universities.

CLEA representatives felt that the dangers of charging full cost fees for overseas students might have been exaggerated. "There has been a slight over-reaction on the part of the institutions," said Mrs Rumbold.

Mr John Bevan, director of further and higher education for ILEA, thought that a few courses, but not institutions, might be at risk.

There would probably be a change in the origin and subject choice of overseas students coming to study here rather than an overall reduction in numbers, he said. He was not convinced that the United Kingdom was pricing itself out of the market. However, the local education authorities would be monitoring the situation carefully.

Stop bickering and unite over pay, teachers tell their union leaders

A group of teachers representing three different unions are urging their leaders to bury the hatchet and stop "bickering" among each other.

The teachers represent 80 per cent of the teachers at Seaford Head School, a comprehensive with 1,130 pupils in East Sussex. They have said in a letter to all teaching associations: "For far too long, the National Association of Schoolmasters and Union of Women Teachers and the National Union of Teachers have been bickering at each other rather than uniting to demand a fair standard of living for their members."

They have suggested that all teacher association members should be balloted on pay and asked whether they would like to reject the Clegg Commission's comparability study and instigate fresh pay negotiations and whether teachers would be prepared to stage:

- An all-out strike
- Selective strikes
- Refusal to undertake duties such as school dinner supervision, after school activities, invigilating examinations or teaching oversized classrooms
- Take no action at all.

Mr Trevor Sheldrake, a NAS-UWT member at the school, said: "I think it is the general opinion of all those who signed the letter that we should bury our differences. If we had something like the set-up in the medical profession for doctors and dentists with one group or a newly-formed association representing teachers, it would be better."

"If we took advantage of the Conservative offer (in the Employment Bill) of finance for secret ballots to test the whole of the membership, that would be a good idea. Possibly we would not get either of the more extreme actions supported—an all-out strike or no action at all—but somewhere in the middle."

The teachers who signed the letter were members of the NUT, NAS-UWT or the Assistant Masters and Mistresses Association.

Mr Nigel de Gruchy, assistant secretary of the NAS-UWT, said: "The thing is just not realistic. If you want unity, it has got to be done step by step. It is like marriage—if you rush into it without thinking, it is more likely to end up in divorce.

"There have been some very genuine differences of opinion on pay. For instance, on the Clegg Commission, which we were against at the start, we have been proved right."

An NUT spokesmen said: "It is an exaggeration of the position to suggest that we should stop bickering. Relations are not particularly bad at the moment and we do work together.

"We do stand for a unified teaching profession in one union. That would be ideal and we have been working towards that for some considerable time."

Block grant scheme a mockery, local councils tell Heseltine

by Sarah Bayliss

The Conservative-controlled local authority associations have sent their unanimous objections on the finance clauses of the Local Government Bill to Mr Michael Heseltine, the Environment Secretary.

The associations, representing 436 county, metropolitan and district councils in England and Wales are united as never before against the Bill's proposals for block grant funding.

The Government proposes to replace the old rate support grant system with a centrally operated scheme of block grants that in theory would enable each council to levy a standard rate in the pound for a standard level of service.

Mr Heseltine told his ministry say that the scheme would curb the overspending authorities, and the system whereby needs are met solely on the basis of past spending and estimates of future local expenditure, "in theory taxpayers would be able to judge whether they were getting value for money by seeing how their council deviated from the spending norm.

The associations of county councils, metropolitan authorities, London boroughs and the Greater London Council say the scheme would fulfil none of its objectives. Block grant funding, they say, would set a high rate of spending which low spending authorities would feel obliged to meet. "The whole apparatus of block grant is so complicated as to make a mockery of the Secretary of State's aim of simplicity and comprehensibility", the document of Mr Heseltine adds.

In a description of counter proposals the associations suggest that needs be assessed in each authority and grants be distributed accordingly. The assessment would change by only a slight margin from the year before, and the scheme would not imply what councils ought to spend.

The Local Government Bill is in its committee stage after having its second reading in the House of Commons earlier this month.

- The special dispensation recently granted to education committee members whose own children attend state schools, is a legal nonsense, say the local authority associations.

The dispensation from the Department of Environment allows members to vote and speak in debates on school meals, milk and transport and thereby implied that they had a pecuniary interest.

Dons praise girls' schools

Single sex schools might benefit girls when it comes to getting on in the world, two women dons said last week.

Concerned over the failure of girls to compete well with boys at school and in getting the top jobs, Professor Tessa Blackstone and Helena Weinreich-Haste, a sociology lecturer, studied two London schools.

The crucial factor is very often how girls see themselves, says Tessa Blackstone, professor of educational administration at London University, and a one-time member of the Government "Think Tank" team. And perhaps more important, says Professor Blackstone, is the pressure to conform from other girls.

Girls became anxious, she says, if they do not conform, and emerge ill-prepared for living in a high technological world.

Another powerful agent, say the two women, in an article in last week's *New Society*, is expectation of life chances.

Children knew the gender roles and impose them among themselves. A girl's caution and lower aspirations also show up in career choices.

"For 12-year-olds, teaching, nursing, office work and hair dressing are more "sensible" aspirations than test pilot, astronaut or pop singer", say the two women. One of the best ways to resist stereotyping of male and female domains could be single-sex education in the most vulnerable years.

No price increases during 1980

There's not much we can add to that bold promise.

If you already buy consumables from Hestair Hope, you don't need convincing about the quality. Or the service.

If you are not yet a customer of ours we believe you are bound to be interested in a company who guarantees to beat inflation.

We are not offering to tell you how we can do it. We are simply offering to pass on to you the vast benefits of our purchasing power.

Our prices are already up to 50% cheaper than those of the brand leader. Check for yourself in our 1980 price list. Out now!

Hestair Hope

specialist in laboratory consumables.

To: Hestair Hope Ltd., FREEPOST, St Phillips Drive, Royton, Oldham OL2 6BR.
Please send me your 1980 Science Consumables Price List
Name
Position
Company
Address
POST TODAY NO STAMP NEEDED

School to work

■ A draft Council of Europe report on two pioneering school-to-work projects in Scotland put the Scottish Education Department into an embarrassing position this week. The department has to tell the council that the report is staggeringly inaccurate in almost every detail. The Northern Ireland Department of Education has already protested about a string of inaccuracies in a part of the same report covering a project for the province's young unemployed. The heads of both the Scottish schools say that the council's inspectors must have misunderstood what they heard, saw and read. Here is the TES's own report on all three projects.

Where pupils lose their illusions painlessly

Kenny Bosl now knows that he does not want to be a teacher. He found that out on first teaching practice, as have others before.

The difference is that Kenny has lost his illusions in time to save himself a false start in teacher training: he is still a pupil at an Edinburgh comprehensive.

James Gillespie's might be seen as a sample of the more acceptable face of Scottish education—a mixed comprehensive which rejects the narrow authoritarianism of its selective past, but expects most of its pupils to perform at least as well as their predecessors in the examinations.

Sited in the Bruntsfield quarter, an inner city district popular with the capital's university staff and civil servants, the former academy for girls can still rely on getting a high proportion of serious ambitious children. Well over two thirds will sit for four or more Scottish D grades; and the remainder will try for at least one D and/or the English CSE Mode 3.

Dr Patricia Thomas, a former industrial chemist from Lancashire, one of Scotland's six women secondary school heads, points out that the catchment area does include a small patch of acute social deprivation, and that the school has to cater effectively for the full range of abilities.

Nevertheless, what distinguishes Gillespie's main work experience programme from most of those run elsewhere in Scotland, England and Wales is that it is not designed for those intending to leave at 16.

Although the school has now begun a second and smaller programme for its low achievers, the work experience schemes which has been operating for the past two years is aimed exclusively at the fifth and sixth year pupils, the equivalent of England's lower and upper sixths, most of whom are studying for the Scottish higher or for English A levels.

Dr Thomas is convinced that the more academically able pupils need first hand knowledge of working just as much, or more than other leavers if they are to choose the right career; and that such contact is likely to attract more of them into industry and commerce.

But to provide it meant convincing their parents and their subject teachers that their chances of exam success—which they believe is the real key to a career—would not suffer from the distraction of work experience.

So from the start in 1978, work experience was not offered as an option but as part of the programme for all the senior pupils, to be taken as a one week spell each September. Half of the fifth and sixth year classes go out for a week while the rest continue their studies: the following week the pupils change over, and the second half get their spell out at work.

Anxious parents who rang up to point out that the arrangement would still deprive their children of a week's "real" education were told that the number of subject periods throughout the school year was being raised from six or seven a week to eight to compensate: this year a further weekly study period was crammed into the timetable for higher grade subjects.

Says Dr Thomas: "We have had to convince parents, and indeed some of the youngsters that they will not lose out. But I think the value of the experience is now becoming understood. It is as important in heading youngsters away from choices they will regret as in confirming their plans."

Nearly 100 employers are now offering placements, ranging from archaeology and blacksmithing to veterinary surgery and zoo keeping.

Most involve actually doing a job, but one of last year's youngsters complained he was only allowed to look and listen. He did his work experience in the control tower at Edinburgh Airport.

Mark Jackson

Stephen Sinclair shows Auchenharvie fellow-pupils plants he is looking after at a local hospital.

Innovation born in remedial classes

Auchenharvie Academy in Ayrshire sounds as though it might be a stubborn stronghold of rote-learned Latin and the tawse, a seminary for marine engineers, missionaries and indastructible nursing sisters.

Its head is called the rector, wears a gown, and happens to be an elder of the kirk; but mocks the myths that surround the Scots dominie, and the pretensions and rigidities of the system he serves. Charlie Wilson, on the verge of retirement, judges himself primarily by what he has been able to do for the youngsters who are not set unswervingly on the road to betterment through self-denial and homework.

"Innovation is born in the remedial classes. That's where the important ideas start, and work their way up through to teaching methods for the high-ability groups", he says. His wife, it turns out, is the head of the school's remedial teaching.

The 10 to 12 form entry mixed comprehensive, on hour's drive south west from Glasgow in a town where they do not bother to put up the main road signs, has no shortage of remedial pupils who need all the help they can get. The scattered farms and occasional industrial plants, such as ICI's chemical and explosive factories, no longer provide enough jobs for the Glasgow families drawn to the area a generation ago by Britain's cheapest council housing. About a quarter of the intake cannot be entered even for one O grade, although Auchenharvie does rather better than average with those who do sit the exam.

Mr Wilson and his management team—a group of heads of the key departments—decided nine years ago that they had to do something beyond guidance and counselling for the pupils who had no hope of academic qualifications.

In 1971 they started their first work experience scheme—two years before the act which empowered Scottish local authorities to provide the insurance which makes work experience legal. He says that he knew he was taking risks, but that something had to be done.

Since then, work experience has become part of a broad set of courses from which a mix is assembled for each of the non-academic pupils to follow in the fourth year, the equivalent of the English fifth.

After a preparatory course, the youngsters spend from two to six weeks out on placement, as a complement to classroom studies in industry, job finding, social skills and money matters, as well as English and arithmetic. The work experience arrangements are run by two teachers, one of them with 5 years' experience as a personnel officer.

The school has been selected as one of nine taking part in a project to develop "Education for the industrial society", sponsored by Scotland's consultative committee on the curriculum and the examining bodies.

A handful of the more academic pupils are now beginning to take part in work experience—their parents assured by the head that they will not be allowed to fall behind in their examination work. However, some of them prefer to take industry courses.

Mr Wilson explains: "We have not been able to find the time for them to take these broader courses but we use the two guidance periods a week which they all have to deal with the whole area of industry and careers. I am sure that industry education will come for them, too, but as with other changes, it is a question of introducing them at the bottom of the ability range and spreading them upwards."

MJ

"German I"
0-1600 WORDS

* EIGHTEEN HOURS playing time on EXPLODED tapes.
* TWO-COLOUR textbook.
* A4-size EXERCISE BOOK.
* SELF-EXPLANATORY—students can do four fifths of the work on their own.
* Teachers can use class time CREATIVELY, helping students to talk SPONTANEOUSLY.
* Four optional COMMERCIAL AND SKIERS' chapters.
* Designed for TWO ALTERNATIVE LEARNING AIMS.
* NO RESTRICTION ON COPYING OUR TAPES.

Wunderbar!

* Teachers, Exporters, Company Personnel Managers, Airline Training Officers! You can help people to learn German QUICKLY.
* Ring, write or clip this advertisement to your notepaper for a descriptive leaflet and an application form for AN INSPECTION COPY.

HILL PUBLICATIONS
1 Westbourne Place, Hove
Sussex BN3 4GN · Phone:
Brighton (0273) 70040

Youthways lets in light at the bottom of the barrel

The young people on the Youthways course based in a dilapidated community hall in east Belfast had one record which they played at full, ear-splitting volume for most of the day. Once some girls danced together in a self-conscious line, but for most of the time they simply sat around during breaks in the informal programme.

"They play the record player like that because they just don't know what to say to each other", Arty Hunter, a Youthways coordinator, shouted above the din. "These kids have only been together for a few weeks, many are coming out of care, they don't know how to talk about it."

Northern Ireland's Youthways squeezes etc designed to boost the skills and confidence of the bottom of the barrel's unemployed youngsters, and to help them enter on a realistic job hunt. They mix job sampling with basic education and leisure activities.

A preliminary survey of the first 100 young people to complete the pilot courses in 1977 showed that 70 per cent of them were either in full-time jobs or taking a training or education course. This was in contrast to less than 45 per cent of a comparable group that had not taken Youthways courses.

Youthways youngsters were also reported to be more active in looking for work, and more able to make constructive use of free time.

The department gave the programme the green light and courses are now held at 17 community halls and youth centres throughout the province, with about 400 young people taking part at any one time.

Their success appears to be the result largely of careful course structuring. Each course takes about two dozen teenagers whose names are put forward by careers officers from those of school leavers on the dole for six weeks or more. Courses are led by three tutors and last four months.

There is an initial residential week during which the group live together at an outdoor studies centre or college for an intensive familiarization session. Then comes a phase of job sampling. Three days a week the young people try out jobs in six areas: construction, engineering, catering/hotel, commercial/distribution, agriculture/horticulture/forestry and social/community services. They meet on Mondays and Fridays for an informal programme of basic literacy teaching, sports, visits and discussions.

Later they follow up two areas of work that particularly interest them. They go away for another residential week where the accent is on leisure and outdoor activities, and return for a final phase of work experience or community service.

At the Dee Street community hall, tucked under the shipyard cranes in Protestant east Belfast, the current Youthways course recently embarked on its job sampling phase.

"Few jobs have been instant hits. Sharon, aged 17, thought both the office job and the supermarket job were boring. Christine, aged 16, hated working in a nursery, but Sarah, aged 16, thought that was best of all.

Getting and keeping large numbers of work sampling opportunities can be a headache for Youthways tutors, especially when things go wrong. One boy had sprayed the initials UDF on the wall of his host employer's premises the day before and ruffled feathers were waiting to be smoothed.

Youthways young people are unskilled, untrained and unmotivated. Some are hardly literate and many have problems with basic skills such as using a telephone. In addition they have grown up in a province at war and show a strong ghetto mentality. Many will not look for jobs outside their small home patch, and going away from home at the beginning of a Youthways course is a monumental step. They arrive at the pick-up point late, drunk, or not at all, and have to be winkled out of their homes by persuasive tutors.

Over the 16 weeks the teaching element is informal, but constant. Literacy tutoring is given on request. Groups plan and cook their own meals, and try out craft activities. At Dee Street a simple budgeting game led to a discussion of the morality of not paying bus fares. ("They don't pay them in the Falls Road, so why should we?")

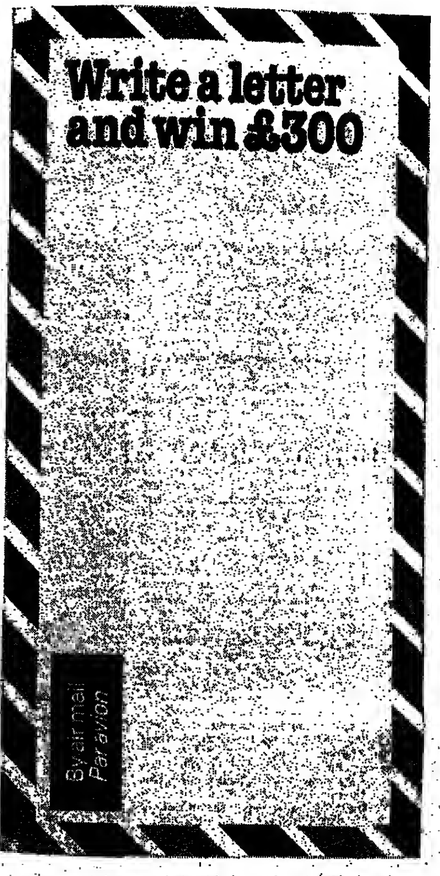
When disputes blow up, they are hammered out by a palmstraking round-table discussion, aimed at developing communication and social skills.

"At the beginning you get monosyllabic answers from them, and no eye contact at all. They hang their heads and mutter. But by the end of the course they can speak out. They can say what they think and give their reasons. You can really see a difference", Phil Magee, the Dee Street course leader, said.

But all the eye contact in the world cannot guarantee a job in a region where unemployment is almost 12 per cent, and where lower unemployment varies seasonally from 5 to 16 per cent on the total. Under such circumstances Youthways courses inevitably have been criticized for raising false hopes, even though their stated aim is to prepare young people "for the day when they may get a chance at a job".

Courses are relatively expensive to run. The residential weeks push up the cost of each course to between £1,750 and £2,000, plus the tutors' salaries and the £22.50 a week given to each participant by the Department of Manpower Services. Even so their success is such that a number of people would like to see the programme expand further and Youthways-style modules introduced into schools and further education colleges, although pioneers of the courses feel that would dilute the original concept too much. An essential component has proved to be the lengthy period of unemployment before young people join a course.

Hilary Wilce



The Post Office letter writing competition for children is open now and closes on 31st March, this year.

It's an exercise that stretches a child's talent, but at the same time it's something he or she will both enjoy doing and wish to excel at.

There are 2 classes of entry. Aged 10 and under, and 11 to 15.* Each group has its own prizes – one national prize of £300, plus 10 regional prizes of £50, with similar amounts being awarded to the prize winners' schools.

The competition has been successful in the past thanks to the enthusiasm and co-operation of you, the teacher. This year we shall depend on your support again.

The rules are simple. All the details may be found in the competition leaflet which is now available at your nearest post office.

Any further enquiries should be addressed to:–
Simon Boylett,
Letter-Writing Competition,
Postal Headquarters,
St. Martin's-le-Grand,
LONDON EC1A 1HQ
(Telephone 01-432 1534)

*Under 11 or under 16 on 31st July 1980.

Royal Mail

Association of Colleges for Further and Higher Education annual meeting

Be bold, Mrs Williams tells colleges

by Biddy Passmore

More tertiary colleges and grants for 16 to 18-year-olds in education are the key to wider opportunities in higher education, Mrs Shirley Williams, former Education Secretary said last week.

Speaking at the annual meeting of the Association of Colleges for Further and Higher Education, Mrs Williams acknowledged that a great increase in the number of tertiary colleges would not come soon because of lack of resources and "vigorous resistance" from parents and teachers.

The best short-term compromise for 16 to 18-year-olds lay in maximum cooperation between school sixth forms and FE colleges in an area, with common timetabling of minority subjects, the dropping of the Government's "disastrous added places scheme" and, in rural areas, peripatetic teachers in minority subjects.

Mrs Williams also favoured the establishment of sixth form centres in which pupils could travel for minority subjects, like the one set up by the ILEA.

Despite a near doubling of the age group going on to higher education between 1961 and 1977, she said, there had been virtually no change in the social composition of the students. The proportion of working class students was still about a quarter in the universities and only just over a third in higher education overall.

Particularly worrying was the "blood-letting" at 16—the number of young people who never entered the sixth form at all, even though many were capable of advanced education. This was partly because the system of financial support for 16 to 18-year-olds to stay on in education was appallingly mean and because there was great pressure on young people to keep up with their peers and earn money. The traditional sixth form spelt out merely a prolonged childhood to working class boys and girls.

The Conservative Government's aided places scheme would make the forthcoming shrinking of sixth forms even worse, said Mrs Williams. Since only one child in seven took A levels in maintained schools, the effect of the scheme on future sixth forms would be equivalent to a further drop of 7 per cent to 15 per cent in pupil numbers. This, combined with the present cuts in public expenditure, would mean that the maintained school sixth former would soon contract less well with his public school contemporary.

The tertiary college was the best answer to all these problems, because it maximized the range of options and the effective deployment of teachers in a period of austerity.

Mrs Williams criticized the "highly specialized and narrow" A level examinations which, she said, emphasized "theoretical rather than practical learning, depend heavily on memory and give little weight to breadth of approach, creativity or imagination". She favoured reviving the idea, put forward by the Standing Conference on University Entrance, of three main and two minority subjects, of which at least one would come from a different broad discipline than the student's main area of specialization.

To encourage an increase in part-time and return students in higher education, the Government could extend the award system to part-timers, establish a fund for innovations such as summer schools, and make part of the overall university budget dependant on progress towards certain targets of part-time and mature students.

Tertiary colleges: the flexible alternative

Children aged 16 and over should go to tertiary colleges, Mr John Barnes, chairman of council of ACFHE, told the conference. This view, which was endorsed by most speakers at the Association's annual meeting, will be incorporated in a paper to be presented to Ministers soon.

Tertiary colleges, in which further education and sixth form were merged in one comprehensive institution for post 16-year-olds, were a simple concept, easily understood, said Mr Barnes.

ACFHE should make its views heard as soon as possible, he said, because the Macfarlane Committee was now examining arrangements for 16 to 19 year olds.

Some speakers felt that tertiary colleges would not be suitable for every area. Mr Fred Janes, principal of Yeovil Tertiary College in Somerset, said they were the right answer in country areas if suitable buildings were available, but that a different solution might be better for inner-city areas where there was a large technical college with a high proportion of advanced courses.

It was important to press for proper tertiary *provision*— not just tertiary colleges—and to stress that the high standards and extra-curricular activities of the traditional sixth form should be incorporated in any change, not attacked.

The principal of Scarborough Technical College, Mr Henderson, felt it was essential to get the details of a tertiary scheme right.

In his closing speech to the conference on Friday, Mr Mark Carlisle, Secretary of State for Education, said he favoured the drawing together of views from schools and further education.

CAPITAL RADIO BRINGS 1980's SET BOOKS TO LIFE

Presenter Michael Aspel — Producer Maggie Norden

Capital Radio's "Hullabaloo" programme on Sunday evenings takes the lid off the current crop of CSE and GCE 'O' and 'A' level English Literature titles throughout this spring and adds poetry to the Capital Set Books shelf.

"A special feature of the new series," says Maggie Norden, "is that we concentrate mostly on books by living authors. We're putting them to the test with exam questions on their work as well as re-examining the classics."

March 2nd after 8 pm — TED HUGHES: Selected Poems. Melvyn Bragg Anna Calder-Marshall Ted Hughes Keith Sagar
March 9th after 8 pm — Poets of Our Time: Sir John Betjeman Charles Causley R.S. Thomas Michael Horden Neil Innes Roger McGough Gillian Reynolds Prunella Scales Michael Williams
March 16th after 8 pm — IRIS MURDOCH: The Black Prince. Jonathan King Iris Murdoch Lynne Reid Banks
EVELYN WAUGH: Decline and Fall. Kingsley Amis Melvyn Bragg Jonathan King Denis Norden Michael Palin Timothy West
March 23rd after 8 pm — SHAKESPEARE: Othello. Anna Calder-Marshall Robert Cushman John McEnery Diana Rigg Donald Sinden Timothy West Peter Brook Ian Holmes
March 30th after 8 pm — SHAKESPEARE: Troilus and Cressida. Anna Calder-Marshall Robert Cushman Michael Horden John Barton Keith Michell Peter Brook Janet Suzman
April 6th after 8 pm — SHAKESPEARE: Much Ado About Nothing. Anna Calder-Marshall Robert Cushman Sir John Gielgud Diana Rigg Donald Sinden Janet Suzman Keith Michell B.A. Robertson Peggy Ashcroft
April 13th after 8 pm — JANE AUSTEN: Pride and Prejudice/Northanger Abbey. Anna Calder-Marshall Jonathan King Alison Lurie Lynne Reid Banks Prunella Scales Fay Weldon Timothy West
April 20th after 8 pm — TOM STOPPARD: Rosencrantz and Guildenstern/Jumpers. Robert Cushman Michael Hordern John McEnery Diana Rigg Tom Stoppard Timothy West
April 27th after 8 pm — JOHN OSBORNE: Look Back in Anger. Robert Cushman Melvyn Bragg John Osborne [illegible] Lynne Reid Banks
[illegible] — ARNOLD WESKER: Roots. Robert Cushman Melvyn Bragg Lynne Reid Banks Arnold Wesker
May 4th after 8 pm — BRIAN ALDISS: Penguin SF Omnibus. Douglas Adams Kingsley Amis Brian Aldiss Denis Norden Cliff Richard Roger Scott
May 11th after 8 pm — WILLIAM GOLDING: The Inheritors/Lord of the Flies/The Spire. Terry Jones Janet Suzman Michael Williams

CAPITAL RADIO 194

BROADCASTING TO OVER 8 MILLION LONDONERS 24 HOURS A DAY ON 194 m MEDIUM WAVE (1548 kHz) AND 95.8 MHz VHF STEREO

London losing staff at growing rate as house prices rise

by Stephen Cohen

After several years of a stable teaching force, London is now losing teachers at an increasing rate, a report said last week.

The high cost of housing is forcing teachers out of the capital, the report claimed. Some London boroughs are losing more than 20 per cent of their school staff.

The average cost of a house in Greater London is now running at £23,500, according to a recent building society report. Deposits of as much as £7,000 are being demanded.

Details of teacher turnover in inner and outer London are given in the latest issue of *Report*, the journal of the Assistant Masters and Mistresses Association. Merton and Richmond lost nearly a quarter of their secondary teachers last year while Hounslow and Haringey said goodbye to one fifth.

The Inner London Education Authority had the highest turnover of staff for four years. The general trend "is beginning to look ominous", *Report* says. The answer is an increase in special allowances, the association believes.

The survey was carried out by the association's Greater London committee. Only one local authority—Croydon—can boast an increasingly stable teaching force for each year since 1973 when the annual surveys began.

Croydon's director of education, Mr Jonas Revell, said there might be some connexion between turnover and the different types of school systems in the London boroughs.

"We certainly negotiated at an early stage redeployment procedures with our teachers and declared a no redundancy policy. Croydon's education committee agreed that teachers redundant to establishment would be allocated to a central pool of supply teachers until they could be re-absorbed, but whether we are talking about cause or association is difficult to decide.

"I certainly like to think that Croydon teachers feel that their employment is secure and that the borough offers reasonable career prospects.

"I sometimes wonder if there is any information about whether authorities with different kinds of education schooling patterns experience differing rates of turnover.

"When we reorganized we were very careful to do everything possible to avoid upheavals in staffing and it may be that the confidence which created has continued."

The least stable borough last year was Merton where turnover rose to 21.4 per cent compared with 16 per cent in 1978. The acting director of education, Mr Richard [illegible] said the high cost of housing was undoubtedly a contributory factor.

Mr I. Waters, one of Richmond education officers, pointed out that the majority of teachers leaving the borough were in scale one posts. Promotion prospects were often so slight that good for them as they moved out.

Of all 21 London authorities only four—Brent, Croydon, Kingston and Waltham Forest—have teaching forces as stable as they were in 1978-79. Compared with 1978 only three boroughs—Brent, Croydon and Kingston—show improvement.

The ILEA's turnover has been hit by only 2 per cent—and only secondary schools. It is thought the main reason is the authority's premature retirement scheme which became into force last year and which teachers could retire at 62.

Mr Harry Naylor, head of ILEA's teaching branch, said: "After the 1914-18 war there was a bulge in the surgs. Many teachers who entered the profession, often after emergency training, just after the war were born at that time and many of them are now retiring. We are often encouraged by the opportunity of premature retirement. If my branch is right, the result would be a higher turnover merely in London but nationally.

Turnover is higher in secondary schools and this brings its own problems, the report says. "Significant teacher movement in secondary schools can often mean that the curriculum is dislocated as some classes because of the difficulty of replacing specialist teachers especially in the shortage subjects".

Merton's staffing officer, Mr V.L. Wallace, confirmed the report's finding. "Our problems are most concerned with replacing specialist teachers", he said. "We are not getting them as easily as we did in the past and that is probably because the high cost of housing is putting them off."

Seven years ago, when one in three teachers was leaving the capital, various schemes were introduced to induce them to stay. Large London allowance payments were made, boroughs offered mortgages, council homes and flats for single teachers. Removal bills were paid and in one case subsidised furniture were offered. The high rate of turnover dropped dramatically.

Last month the London allowances were upped from £424 to £500 in the inner area, from £327 to £400 in the outer, and from £158 to £175 in the fringe. The ANMA comments that the rises "will help, but not cure the problem".

How the boroughs compare

Teachers resigning posts for all causes

Area	Primary 1977/8 %	Primary 1978/9 %	Secondary 1977/8 %	Secondary 1978/9 %	Totals for all schools 1977/8 %	Totals for all schools 1978/9 %
Inner						
ILEA	10.0	10.0	13.8	15.1	12.0	12.7
Barking	12.1	10.9	16.8	18.0	14.7	14.5
Brent	10.3	10.1	13.6	15.2	12.1	12.7
Ealing	11.32	12.0	13.7	16.15	13.4	13.5
Haringey	10.3	15.7	15.9	20.5	13.2	18.2
Merton	16.31	19.3	13.4	24.3	14.3	21.4
Newham	9.0	14.2	12.5	17.0	10.8	15.7
Outer						
Barnet	13.5	12.6	14.5	17.8	14.1	15.6
Bexley	9.7	10.0	16.7	15.7	13.2	13.3
Bromley	14.3	9.2	13.8	16.3	14.0	13.8
Croydon	7.4	8.2	15.9	14.5	12.1	12.0
Enfield	9.1	10.9	15.6	16.3	12.8	13.7
Harrow	12.8	14.9	15.2	18.7	13.0	17.1
Havering	8.7	14.8	12.1	17.1	10.7	16.1
Hillingdon	15.5	12.6	16.7	19.5	15.3	16.1
Hounslow	—	12.0	—	21.0	—	17.3
Kingston	13.2	11.8	17.9	16.2	15.5	14.1
Redbridge	13.3	11.6	15.6	15.9	13.7	13.6
Richmond	13.4	11.2	15.6	24.3	14.5	18.1
Sutton	11.9	10.3	15.1	16.3	13.8	13.1
Waltham Forest	10.2	9.7	13.8	17.1	12.2	[illegible]

Caroline Mendham meets Daphne Park, new principal of Somerville College

To Oxford with gusto

If there is one aspect of her new post as principal of Somerville College, Oxford, that Daphne Park finds particularly daunting, it is coping with "all those Latin tags" she expects dons to cast on high-table conversation. Miss Park does not pretend to be au fait with Oxford because she has not set foot there since graduating in 1943.

Until now she has been pursuing a distinguished diplomatic career around the world, for which she was awarded the CMG in 1971.

The Soviet Union, the Congo, Zambia, Vietnam—all have been her homes for short periods and are now a fund of fond reminiscences and funny stories. Her travels are smacked with the same intense involvement and gusto as she brought to our lunch in her Chelsea flat. Over a delicious Gallic meal cooked with her own capable hands, she regaled me with stories about her past and her hopes for the future.

As Second Secretary in Moscow in 1954, when the Soviet Union was relaxing a little after Stalin's death, she undertook several long train journeys—a good way of getting to know the people. "I spent hours and hours answering questions about the British educational system, the health service and so on", she said. "You had to know all the facts about your own country and be prepared to talk about it freely and frankly, not minor words about its failings.

"But you had to remember that because in a Communist country it was unheard of to admit failings, this was a good thing to do if you were talking to someone intelligent, whereas if you were talking to a party man, he merely thought you a fool."

In 1969 she became Consul-General in Hanoi. Because there was a petrol shortage there, she wanted to ride a bicycle but this was not allowed for reasons, allegedly, of her own safety. "How about a tandem?", she asked, pointing out that her Vietnamese driver could protect her by taking the front seat. But the Vietnamese would not relent. They said they had discovered a by-law forbidding tandems.

Daphne Park's education was less than conventional. Brought up on a coffee farm in Tanganyika, as it was then known, she was taught by her mother until she was eight. She taught herself Latin and when she was due embarked on a correspondence course. Parcels of tuition were brought by a messenger who was more than likely to have fallen in the river on the way, she says.

Back in England at the age of 11 she "fetched up" at the Rose Bassett School in Streatham. "We had a lot of staff who were pretty left wing, or at least liberally-minded", she says. There was an influx of Jewish academics' daughters escaping Hitler's persecution, and Basque refugees' daughters fleeing the Spanish War.

"By the time I was 17, I wasn't really a Labour supporter, because at that time I didn't think much in terms of internal politics, but in international terms I was already very anti-Nazi, and, as everybody was in those days, very impressed by the Soviet Union.

"I also thought the Peace Pledge Union was a good thing at the time. But when the USSR signed their pact with Hitler, that was the end—I never had any more doubts about the Soviet Union after that—and I knew it was a cynical power."

She does not remember her Oxford days as a blaze of glory. "I think by golden-girl standards it wasn't much, but I enjoyed it." By that time, she had thrown off the left-wing phase, and became a staunch Liberal. "I think I'm one of those people who, if there were a party composed of the right wing of the Labour Party and the left wing of the Tories, I would vote for that." After Oxford she says she did not think about party politics at all.

So how does she envisage her role as principal of Somerville? Years spent in foreign embassies have taught her to find out the lie of the land before launching into activity: "I know nothing about the academic world at all", she says. "I shall try to discover what the Fellows want me to do. Among other things, I know I am blessed with an excellent team of administrators—they all know their stuff—so I'm not about to do anything that they're doing. I don't believe in duplication or too much centralization. So for my first year, I shall be carrying out a gentle reconnaissance.

"But I would suppose, and indeed hope, that one of the reasons they chose me and possibly that I might be useful, is precisely that I don't come from the academic world; I'm coming to it fresh. I think all academics instinctively want to be sure they are living at the same pace as the outside world, and that the college will be able to send undergraduates out into the world who know what the world is about. Whether the Diplomatic Service is the right training for that I don't know—maybe one ought to be a trade unionist."

Somerville is one of three women's colleges which has decided to remain single-sex. Miss Park thinks that is a good thing. "If each college were sitting isolated in the middle of the fens, I would probably say we shouldn't be single-sex. As we are part of a university which is coeducational anyway, it seems to me right that Somerville has decided to remain single-sex. First, because it still maintains an element of choice. And I think there are still a number of young women who will benefit by the kind of haven that a single-sex college provides. I think, too, that the more the whole world is becoming mixed in every direction, the more there are advantages in having a few pockets of difference."

For such a vigorous person, she is surprisingly cautious about the kind of relationship she intends to develop with the students, and emphasizes that she does not want to interfere between them and their tutors. "I do not intend to be pastoral at first. I shall be the one to be learning for a lot of the time. One thing I don't want to be is a PR exercise; I hope word will get around to all the undergraduates that they can come and see me whenever they like."

This year is her sabbatical before she takes up the Somerville post in the autumn. She is visiting as many comprehensive schools as possible, and is much impressed.

She is not, however, in favour of an exclusively comprehensive system, and thinks to some degree those with outstanding talents should be given some kind of special treatment.

Why didn't Daphne Park go into teaching herself? "Oh, I could not have been a teacher", she said, "I can't keep order among children."

Shirley Williams attacks 'boys only' politics

by John McGhie

Mrs Shirley Williams, former education Secretary, this week accused teachers of discouraging women from entering professional politics.

Speaking at the fiftieth anniversary of Bedford College's annual Prycett lecture, Mrs Williams claimed that "teachers have a lot to answer for" in fostering beliefs that politics is a "rough and dirty game" which should only be played by boys. She said that early in their school careers girls often choose their options far too narrowly which tends to preclude them from both politics and the "hard sciences".

Mrs Williams, expounding on the subject of "Women in Politics", said that in comparison with the United States of America the British were lucky to have a formidable line-up of female "role models." Mrs Thatcher, Mrs Gandhi, the Queen and a host of outstanding women in history figured in her list.

But, she added: "No one should underestimate the two generations of distinguished women heads who did so much to encourage the emancipation of their girl pupils".

Mrs Williams complained that in politics women suffer from the lack of "patrons and mentors" although Herbert Morrison in his day had encouraged many women including Ellen Wilkinson and Edith Summerskill to try for Parliament.

She revealed how she, herself, had been trapped in an air raid shelter with Mr Morrison for five hours receiving advice and "ear bashing" from a man whom she described as "the most distinguished captive audience I have ever had".

Church colleges reprieved

Most of the 13 remaining Church colleges have been saved from the threat of closure by a new ruling of the General Synod (the Church of England parliament) of lay and clergy on what is a Church training college.

The colleges faced having to sell assets to repay nearly £2.5m in capital grants awarded to them mainly for projects devoted exclusively to teacher training as recommended by the Council of Church Colleges.

Students fight VAT ruling

Britain's 1,200,000 students are the latest potential victims of the VAT man.

The National Union of Students say that a Customs and Excise demand to pay VAT on its £928,000 subscription income is part of its long-term cash crisis.

The NUS is fighting the move, which is the result of Britain joining the Common Market. Losing the fight would cost it £425,000 over the next financial year.

THE 9 TO 5 UNIVERSITY

There are dull, repetitive jobs that have to be done in banking, of course.

But banking is a career not just a job.

When you start earning you don't stop learning.

At Williams & Glyn's young people will find excellent tutors in every aspect of their work.

And help with banking exams, grants to buy books and time off for study are all available as time goes on for people who seriously want to improve themselves.

It's basically a 9 to 5 career that can lead to high qualifications and real professional standing.

But, of course, because its a career, it is not *always* 9 to 5. The books may be balanced by 4 one day and not until 6 the next. And at higher management levels your responsibilities naturally extend to social engagements outside office hours.

The opportunities for learning while earning are spelt out in more detail in our brochure.

So why not pop the coupon in the post to:
Mrs. Diana Fathers, Personnel Dept, Williams & Glyn's Bank, New London Bridge House, 25 London Bridge St., London SE1 9SX.

Please send me ☐ copy/copies of your colour brochure "How to Get Into Williams & Glyn's".
Name _____ School _____
Address _____
_____ Postcode _____

WILLIAMS & GLYN'S BANK LTD
Where people come first.

OVERSEAS NEWS

West Germany

'Big brother' law gives state more control over family life

by David Dungworth

West Germany's Parental Core Act, which came into force at the beginning of this year has given the state considerable control over certain aspects of family life.

Its aim, according to the Federal Government, is to update the provisions of existing legislation, passed as far back as 1900, to bring them in line with postwar developments in the structure of society and the family.

It also introduces a significant change in terminology. The substitution of the phrase "parental care" for "parental power" in the wording of the earlier law reflects, says the ruling coalition, the view that family relationships should be based on a partnership between parents and their children. Increased powers of intervention, which are granted to the state under the Act, will be used only in cases where the partnership breaks down.

But this interpretation is rejected by the CDU/CSU opposition parties who maintain that the Act is an instrument for "the ideological regimentation of family affairs", and a licence for the state to step in even when relations between parents and children are still intact. Despite a series of concessions by the Government, they vigorously contested the Bill at all stages of its progress through parliament and unanimously voted against its third reading in the *Bundestag* last May.

Having done so, they now intend to use it as a weapon in this year's general election campaign by presenting it as a typical example of socialist encroachment on personal freedom.

Only a few sections of the Bill, for example those dealing with foster children and with the children of divorced parents, produced a measure of agreement between the Government and opposition. Both sides approved the clause allowing a child to remain with its foster parents even against the wishes of its natural parents, provided such an arrangement is considered by a juvenile court to be in the interests of the child concerned.

In future, when marriages end in divorce, children aged 14 and over will have the right to state whether they wish to live with their father or mother, before the court decides on custody.

Many of the radical proposals in the early drafts of the Bill were later watered down. A government move to make corporal punishment by parents illegal finally became merely a ban on the use of "degrading methods of discipline". The opposition also secured the deletion of passages which referred to the upbringing of children as "the task of society as a whole".

The parts of the law which caused the greatest friction between the political parties were its completely new provisions relating to the vocational training of young people, and their choice of a profession.

Australia

First drop in enrolments as birthrate sinks to lowest figure this century

by Bill Purvis

SYDNEY

The recent publication of two statistics in the space of a few days has given Australian teachers, parents and educationists food for thought:

- The number of school pupils in 1979 fell for the first time since Australian records were kept.
- The crude birthrate for 1978 fell to the lowest figure this century.

The figures, from the Australian Bureau of Statistics, show that enrolments in 1979 increased slightly in primary schools but fell by about 1 per cent in secondary schools.

The overall drop was about 5,000 pupils in a total school population of nearly three million, and given the falling birthrate and the sharp drop in immigration, this first recorded fall is unlikely to be the last.

But there was no uniform trend across the country. Victoria and Tasmania had larger falls than other states and the Northern Territory even managed a small increase.

Private schools appeared to gain pupils at the expense of government schools. Government schools had 18,000 fewer pupils last year than in 1978, but private schools enrolled an additional 13,000.

Part of the overall decline in the school population was due to a fall in the proportion of pupils staying on to the final year. After a long period of steady increases, the figure for those staying on has started to fall recently. From a peak of 35.3 per cent in 1977 it fell to 35.1 per cent in 1978 and 34.8 per cent in 1979.

There was a marked difference between boys and girls—only 32.4 per cent of male students staying on compared with 37.3 per cent of females.

Again, there was a big discrepancy between private schools with a figure of 55.7 per cent and government schools with 28.9 per cent.

Educationists are reluctant to draw too many conclusions, given that the 1979 figure was the first recorded fall in school population, and a very small one.

However the secretary of the Australian Schools Commission, Mr Ian Hoesack, later announced that the commission had begun a study of retention rates, which have fallen for the past two years.

The Australian Bureau of Statistics also announced this week that the birth rate in 1978 was 16.1 per one thousand of population.

The total of live births was 224,000, 2,000 fewer than in 1977. The net reproduction rate which first fell below the replacement rate in 1976 declined even further in 1978.

There has also been a fall in immigration. In 1950 250,000 arrived in Australia. Last year's intake was only 57,000.

In 1950 there were confi[illegible] estimates that Australia's population would reach 20 million by the end of the century. The latest official figure in September last year showed Australia's population had reached 14.4 million, and demographers are saying that Australia might have 15 million by the year 2000.

The demographic shift has already created some problems in Australian education. Large numbers of trained teachers are unable to find jobs because the school population has not expanded everyone so confidently expected. And those people who have jobs in the education field are increasingly reluctant to make way for new blood.

An official with one Australian education department told me this week that this was going to be more of a problem than the demographic changes.

Now anyone who has a job is hanging on to it and women teachers are increasingly exercising their right to maternity leave of up to 12 months. All this is creating a formidable log-jam for new qualified teachers. Several thousand teachers in each state cannot find jobs. And with few new schools being built and older teachers staying on longer, the newer recruits to the teaching profession face years of maybe 20 years for any kind of promotion.

Events of 1968 prompted the creation of a European Youth Forum. Rory Watson reports on progress

BRUSSELS

At a meeting in Grantham last year members of the European Youth Forum (EYF) adopted a statement criticising the British and Belgian Governments for introducing financial and administrative measures which they consider discriminate against students from other EEC countries. The EYF says the measures "are contrary to the spirit of the Treaty of Rome, which affirms the free circulation of people within the European Community."

On the same occasion they also criticised the Nine's education ministers for postponing their council meeting, originally scheduled for November, which was due to discuss subjects such as language teaching for girls and the admission to higher education institutions of students from other EEC countries.

These are just two areas of concern to the EYF, which was set up less than two years ago. Based in Brussels, the forum sets out to act as a political platform for youth organizations vis-a-vis the European Community institutions. According to its information brochure it "intends to make the voice of the young people of the community heard on all matters which concern them either directly or indirectly". Thus, while education and the problems of creating jobs for young people are among its major interests, the EYF also tackles wider political issues.

It adopted a detailed position on last year's negotiations for a second Lomé Convention covering a trade and aid pact between the European Community and over 50 African, Caribbean and Pacific countries. It has also criticised the EEC's links with South Africa and has decided to lobby European Community institutions to discourage all trade missions to the country and to place a ban on foreign or young workers.

EYF secretary-general Gilbert Last year it received £250,000 to cover all its expenses. These include salaries for a Brussels-based staff of four, two of them secretaries, office rental, the production of documents and the cost of holding its meetings. Refusing to follow a centralist policy, the EYF has held them in a number of different towns in the Community including Grantham (UK), Arles (France), Florence and Porto.

Policy is decided at the annual general assembly which is attended by representatives from organizations as diverse as the British Youth Council, Euroscouts, the European Trade Union Confederation and the European Democrat Students. In the real work of the forum takes place in the three permanent committees, one of which is chaired by Hillary Barnard of the International Union of Socialist Youth. These cover political, social and educational matters, and meet three times a year.

Having found its feet during 1979 the EYF is now preparing to launch itself into more ambitious schemes. The education committee is working on what it describes as "education for leisure", arguing that more attention should be paid to education to preparing people for leisure.

It has also called for an investigation into illiteracy in the community, citing a British report that claims there are still two million functional illiterates in Britain.

Euro-youth

Veron, who has come from the French youth movement, insists that while the forum is a political centre, it is first and foremost a place where young people can receive information and training on a range of subjects that concern them.

The idea for the forum, which would bring together youth organizations of different political tendencies from all EEC countries, goes back to the heady days of May 1968, when student riots were breaking out round the world. In the aftermath EEC heads of government decided at their summit meeting in The Hague in the spring of 1969 that greater efforts should be made to involve Europe's youth in the building of the Community. After one or two false starts, it was June 1978 that the idea took shape.

The EYF is entirely funded out of the European Community budget.

use the SIMPLEX series of TEACHER'S RECORD BOOKS

A COMPLETELY FRESH APPROACH TO THE ADMINISTRATIVE PROBLEMS OF THE PRACTISING TEACHER

CLASS TEACHER'S RECORD BOOK (SIMPLEX 7.1) £4.25
Designed for Primary and Infant Schools. 24 pages enable you to keep track of every aspect of the progress of each child in your class.

SUBJECT TEACHER'S RECORD BOOK (SIMPLEX 7.2)
For Middle, Secondary and Comprehensive Schools. 48 pages enable you to keep detailed records of your own class, other groups you teach and include time-tables, a year planner, etc.

HEAD OF DEPARTMENT'S RECORD BOOK (SIMPLEX 7.3)
For Middle, Secondary and Comprehensive Schools. 176 pages cover charts to plan the year's work, (classes, staff and room loadings) 40 "week-at-a-glance" lesson preparation pages, 44 pages for class and subject records and many other useful pages.

CLASS TEACHER'S LESSON PREPARATION BOOK (SIMPLEX 7.4)
For Primary and Infant Schools (See also 7.5)

SUBJECT TEACHER'S LESSON PREPARATION BOOK (SIMPLEX 7.5)
For Middle, Secondary and Comprehensive Schools. Both the above have 96 pages, including 40 "week-at-a-glance" pages for lesson preparation plus special pages for other activities, etc.

FUNDS BOOK (SIMPLEX 7.6)
Provides one year's simple accounting for Club and School Fund Treasurers.

"FOUR TERMS" ACADEMIC YEAR PLANNER (SIMPLEX 7.9)
Terms are laid out vertically or horizontally, to suit your needs, whole year layout with an overlap into next session.

"WORKING FOR YOURSELF IS ALSO A CAREER"
By Geoffrey Whitehead, B.Sc. (Econ.) A valuable book for your senior students who may wish to become self-employed.

TO ORDER ANY OF THESE BOOKS,
PLEASE COMPLETE ORDER FORM (NO STAMP NEEDED)
AND SEND CASH WITH ORDER.

Published by GEORGE VYNER LTD., Simpson House, Mytholmbridge Mills, Mytholmbridge, Holmfirth, Huddersfield, W. Yorkshire HD7 2TA. Tel. Oldham 8221.

Order form

TO: GEORGE VYNER LTD., Dept. TE, FREEPOST, Holmfirth, Huddersfield, W. Yorkshire HD7 2BR.

Your Name .....

Address .....

..... Post Code .....
(BLOCK CAPITALS PLEASE)

No. required	Ref. No.	Unit price	TOTAL
	T.1	88p	
	T.2	£1.18	
	T.3	£4.04	
	T.4	£2.93	
	T.5	£2.93	
	T.6	£1.96	
	T.9	£1.00	
	C.1	30p	
		FINAL TOTAL £	

Cash with order. Cheque/P.O. for £ ..... enclosed

OVERSEAS NEWS

Republic of Ireland

Arts come in from the cold

by John Walshe

DUBLIN

Arts subjects are to get a boost in Irish schools and higher education institutions, following a recent report which suggested that the rapid development in Irish education over the past decade had not benefited the arts. The traditionally peripheral role which these subjects had played had been perpetuated in the recent changes, the report says.

The Education Ministry is said to have been a cause of the present neglect of the arts in education. The report suggests that the ministry should examine its own provisions in this sphere.

It also has detailed recommendations for improvements in the provision for the arts at all levels of education.

Music, art and craft form part of the child centred curriculum introduced into primary schools in 1971. Lack of training in the arts for teachers is frequently mentioned as a serious obstacle to the development of the arts in primary schools and the report urges more in-service training, the appointment of specialist subject advisers within the ministry as well as the appointment of peripatetic instrumental music teachers.

At the secondary level, the arts tend to have lower status and consequently get less attention than subjects such as languages, science and mathematics.

In January, 1978, there were 10,990 full-time secondary teachers. Of these only 1.4 per cent were art teachers and 0.9 per cent were music teachers.

The report recommends an increase in the number of arts teachers at this level. It also suggests more financial aid for arts subjects and greater involvement by state radio and television in promoting the arts for secondary pupils.

Colleges of education, it suggests, should lengthen and expand the existing curriculum studies courses in the arts and develop both arts and drama to degree level. In addition, the colleges should develop facilities for in-service and post-graduate training in the arts.

The report also looks at extra-curricular, adult and community education in the arts and puts forward ways on how these could be strengthened.

The Arts Council, a statutory body, has taken the report very seriously. It is currently trying to implement as many of its recommendations as are feasible.

"Not a single 10-year-old knows how to read or write."

Jacques Danois on the revival of Kampuchea's schools

Closing the four-year gap

"Our schools were closed for four years. Not a single 10-year-old knows how to read or write. The 14-year-olds have forgotten. The previous rulers wanted to bring up a generation of ignoramuses—easy to do and difficult to undo."

Mr Tak Chau, one of the comparatively few teachers left in Kampuchea, which is slowly returning to normality a year after the setting-up of the Vietnamese-backed Government led by Heng Samrin, is in a good position to see the size of the problem. He is in charge of getting the school system in one eastern province back on its feet.

"We are short of everything" he says. "We open schools without benches and paper, without enough teachers, and without school buildings in many cases."

Some 700,000 Kampuchean children are now estimated to be back in school, but schools are having to catch up on the losses of the years when studies were banished. "If we don't manage we will feel the consequences in two years' time, when no one will be ready for university and there will be an 'ignorance gap'."

Aid agencies have given some help with education materials. Exercise books have been provided by the International Red Cross, the Vietnamese authorities, and the United Nations Children's Fund (Unicef), which is also aiming to provide writing materials and basic equipment for 3,300 primary schools at a cost of about £2m.

The teacher shortage is less easy to tackle. "Most of our previous teachers were killed or put to work in the fields. But those who are alive have emerged voluntarily to teach", Mr Tak Chau says. "They earn very little, 12 kilos of rice a month, of which they donate one kilo to needy pupils."

Health problems among children are also considerable. The headmistress of the largest school in Phnom Penh, the country's capital, says that every day her school finds more than 100 pupils suffering from fever, enteritis or vitamin deficiency. "We have an infirmary which is operating at full capacity taking care of the health of 2,000 children."

A few schools are now supplied with rice and protein-rich food for a supplementary feeding programme. Kitchen utensils, extra food supplies, and the necessary equipment were flown into Kampuchea early this year to start the programme among 7,500 schoolchildren.

Jacques Danois, senior information officer in Unicef's Bangkok office, has recently returned from Kampuchea.

Spain

Madrid left out of crash building programme

BILBAO

[illegible] decision of the Spanish Education Ministry to leave Madrid out of its school building programme for 1980 has provoked a major row between the city authorities and the education chiefs.

Under the terms of the building programme 100,000 new school places, mainly primary, will be provided by the end of this year. This is the tail end of a crash building plan undertaken three years ago with the approval of all the political parties to rid Spain of its perennial shortage of school places at the lower end of the population bulge.

Twelve per cent of the 100,000 new places will be built in the province of Madrid this year but these should have been built last year according to the original plan. With these the Ministry considers that it has done the job in Madrid and has released figures purporting to show that there will even be an excess—a supply of 480,000 against a demand of 460,000.

The city authorities have rejected these figures and drawn up a lengthy report claiming a projected shortage of at least 20,000 school places. They claim that many existing centres are badly deteriorated buildings and that the uneven distribution of school facilities meen [illegible] others.

Under the existing system the council supply suitable building land and the Education Ministry underwrites the school building costs.

The city authorities had previously provided sites in over 30 districts where they considered local schools were in short supply. In their tally of school places considered to be covered, the Ministry has been accused of including schools practically in ruins, others where corridors are converted into temporary classrooms, and many with no library or laboratory. Many children have to be bussed on hour long trips to the other side of the city to reach a free state school.

The heavy subsidies ladled out to private centres have come in for sharp criticism and the Government has been attacked for bolstering fee-paying schools while paring its own building budget.

Pre-school education will also suffer as no new building will be contracted this year. The Ministry admits there is a scarcity of places. An estimated 97,000 [illegible] these are free.

SCHOOLS OUT!
... and away on a school group holiday, but if you're looking for expert advice for all your travel requirements talk to teacher and groups of ten or more to any destination worldwide, using our exclusive air travel arrangements, also coaches in attractive group accommodation.
Tel. 01-734 5122
CITY BY CITY TOURS

TRAVEL

NST LTD
SCHOOL & GROUP TRAVEL SPECIALISTS
ANNOUNCE
GUARANTEED FIXED PRICES FOR 1981
ON OUR
BRITISH & EUROPEAN PROGRAMMES
BY BRITISH "SCHOOL COACH". AN EXCURSION PROGRAMME IS INCLUDED IN THE TOUR COST
French Languags Courses, Winter 1980/81.
Due to popular demand we are extending our programme and will be featuring two centres, one in Paris, also an excellent centre in Normandy.
1980 TOURS—NST STILL HAVE AVAILABILITY AT SEVERAL OF OUR CONTINENTAL & U.K. CENTRES NEW FOR 1980
BUDGET HOLIDAYS TO NEW YORK
CONTINENTAL CAMPING HOLIDAYS
U.K. SPORTS SPECIALS
EXCHANGE VISITS, TRAVEL & EN ROUTE ACCOMMODATION ARRANGEMENTS
BOOK EARLY AND ENSURE THE BEST SELECTION OF HOLIDAYS
write in for full details to:
NST FREEPOST, 13-17 ALL HALLOWS ROAD BISPHAM, BLACKPOOL, FY2 0BR
(no stamp required)
Tel. 0253 52525 (10 lines)

A SCHOOLMASTER'S BRAINWAVE
Youth Hostelling was first thought of by a German teacher called Richard Schirrmann, in the early 1900s. This year the YHA of England and Wales is celebrating its Golden Jubilee — 50 years of helping the young to widen their horizons. Please send for details.
To YHA, Trevelyan House, St Albans, Herts AL1 2DY:
Please send *Youth Hostels for School Journey Parties* and *Youth Hostels for Field Studies*.
Name .....
Address .....
TS03

Everybody enjoys SCHOOL TOURS with NATIONAL TRAVEL
National Travel have done their homework on School Tours and over the years have learned some useful lessons. Whether the holiday will be at home or abroad, we can help you avoid most of the hazards. Incidentally, where cost is concerned, you can't improve on the value.
The best idea is to ring us and let us know where you plan to go. If you accept our quotation, just relax and we will do the worrying.
Your hot line to helpful advice — 0924 408171.
National Travel (East) Ltd., Frost Hill, Liversedge WF15 6AA
NATIONAL TRAVEL

COURSES

EDUCATIONAL DEVELOPMENT ASSOCIATION

President: J. H. Aldam, M.C., M.A.

The Teachers' Association for In-Service Training
Established 1888

Summer Schools Programme 1980

PREPARE FOR CHANGE, REASSESSMENT AND RESPONSIBILITY

For details of the courses and facilities at the Colleges please write to the appropriate Summer School, stating dates of courses.

NORTH WESTERN SUMMER SCHOOL
Bangor, North Wales
Bangor Normal College, Gwynedd
Sunday 27th July-Saturday 2nd August 1980
Principal: Idwal Owen, J.P.

Art and Craft in the Primary School
Outdoor Education
Snowdonia—History/Geography and Culture.
Environmental Studies
Physical Education in the Primary School
English Country, Morris and Sword Dancing
Monumental Brasses, Heraldry and Church Detail
Primary School Management
Primary School Mathematics—A Practical Groundwork
Reading and Language Development in the First and Middle School

Further details and Brochure from:
The Secretary, Mrs. O. E. Owen, 108 Perrs Wood Road, Withington, Manchester M20 0RP. Tel: (061-440) 3688

WESTERN SUMMER SCHOOL
Carmarthen
Trinity College, Carmarthen
Sunday 3rd August-Saturday 9th August 1980
Principal: Frank Meade

The Magic of Wales
Organisation and Management of a Primary School 5-11 years
Overcoming Reading Difficulties
Education Outside the classroom
Curriculum Leadership
Art Workshop
Curriculum Policy in the Infant and First School
Crafts and Skills in the Primary School
Middle School Management
Photography for Leisure and School Assessment, Evaluation and Guidelines in the Basic Subjects
Primary School Mathematics
An English Policy for the Primary School
Counselling, Strategies and Objectives
"Fun Week" A special course for children (7-14 years) whose parents are attending courses.

Further details and Brochure from:
The Secretary, Mrs. I. M. Meade, Whitegates, 29 Westbourne Avenue, Emsworth, Hants. Tel: (02432) 2679

NORTHERN SUMMER SCHOOL
Durham
New College, Durham
Saturday 26th July-Friday 1st August 1980
Principal: Sid Brown, B.Ed., F.R.S.A.

Primary School Courses
The Development of Language and Literacy in the Primary Years
Using the Guitar for Music Making and Accompaniment
Modern Practice in Nursery, Infants and First School
Primary Education in the 1980's
Teaching in a Multi-Racial Primary School
Mathematics in the Early School Years
School Management—Infant and Junior Schools
Primary/Secondary Courses
Assessment in Education
A Modern Approach to the teaching of Religious Education in Catholic Schools
The Organisation and Administration of Special Schools
Resources Organisation in Schools
Gymnastics (8-13 Years)
Secondary School Courses
Pastoral Care in The Comprehensive School
Comprehensive School Management
Middle Management in Secondary Schools

Further details and Brochure from:
The Secretary, Peter Coleman, 8 Crescent Gardens, Ryhridge, Devon. Tel: 078 887 294 (044 106)

SOUTHERN SUMMER SCHOOL
Portsmouth and Isle of Wight
Portsmouth Polytechnic
Saturday 26th July-Friday 8th August 1980
Principal: David Fisher

PORTSMOUTH MANAGEMENT CENTRE
First Week Courses
26th July-1st August
A Primary School Language Policy
Advanced Course in Curriculum Planning and Educational Management
Learning Disabilities: Children with Special Educational Needs
Curriculum Enrichment for Able Children (7-13 years)
The Under 5's
Folk Dancing
Planning the Curriculum for the Junior and Middle Years
Preparation for a Headship
Primary School Science
Further details and Brochure from:
The Secretary, Mrs. Jean Fisher, 56 Mill Road, Whittlesey, Nr. Peterborough Cambs. Tel: (0733) 203460

Art and Craft (3-11 children)
Responsibility for First Learning (Infant and First Schools)
Induction for Headteachers
Preparation for a Headship
The Way Ahead—The Primary Survey and Beyond
Specific Reading Difficulties
Southern Heritage—Dorset

LITTLE APPLEY MANSION, RYDE, ISLE OF WIGHT
18th-26th July
The Victorian Island
26th July-1st August
Creative Activity
2nd-8th August
The Junior Work Course in Musical Activities

No curriculum development Without staff development!

"Staff Development and In-service Training"
by J. A. Johnson
ISBN 0 906805 006
£1 post free from
SCHOOL STUDIES,
Eastend Farm,
Thornbury BS12 2HE.

DOCKPIT ARTS WORKSHOP
ONE DAY CONFERENCE

MYTH & SYMBOL IN EDUCATION

9.45am-8.00pm Monday 31st March, 1980

Lectures and demonstrations exploring symbolic processes in the arts, children's literature and R.E.
Peter Abbs—Dr. Mel Marshak
Dr. Neil Philip—Susan Meddison
John Wiles—James Henderson
Pamela Gravett—Alec Davison
Fee £6 to Cockpit Theatre, Cockpit Yard, Marylebone Road, NW8 (01-262 7607)

LETTERS

Mr Carlisle's step by step demolition

Sir,—Mark Carlisle is an honourable man. His statement to Stuart Maclure (February 15) that he is not dismantling the 1944 Act doubtless expresses a sincere belief. It is not one that I can share. The spirit, at least, of the Act is being eroded step by step. That the total is greater than the sum of the parts may not be a mathematical axiom, but it expresses well the results of current government policies particularly as interpreted and exaggerated by some local education authorities.

The proposed reduction in the Assisted Places Scheme has converted none of its opponents. The objections have been well argued and still remain potent. The breadth of the opposition alone should give the Government cause to think again even at this late stage.

The increased charges for meals and travel appear likely to be implemented in such a way as to hit hardest many of those least able to afford any additional expenditure. They also have implications for the problems of school attendance and lunch-time supervision which cannot be brushed aside. Those are two areas where even a slight worsening of the present position, in some cases, will have an effect out of all proportion to the size of the change.

The significance of the changes proposed in the Bill and their long-term implications are not fully appreciated. Consider, for example, the greater freedom of choice of school, which will include choice across local authority boundaries. At first sight this may well appear to be wholly desirable but it needs to be remembered that there are many factors for choice other than educational; class and cost of the school journey is just one example. Corporate as well as individual factors are also relevant.

A significant shift in the number opting for a particular school at a time of falling rolls will exacerbate a problem which is already of the utmost gravity in some areas. Is freedom of choice for some acceptable if it means poorer provision for others? As to the denominational schools the potential opportunities which will exist to secure a favoured intake can, if accepted, only lead in the long term to an attack on their present position; a development which many would deplore.

Nor is it irrelevant that the Bill is being debated in the context of a general reduction in public expenditure coupled with savage cuts in some areas, which go well beyond the Government's declared intentions. The main reason for this Bill is financial and not educational. We are seeing not the eradication of waste or excessive bureaucracy but a decline in the resources which are essential in the classroom.

The emerging of some costs to parents, either directly or otherwise, may or may not be a contravention of Section 61 of the 1944 Act. They are, however, certainly against the spirit of the Act and its traditional interpretation. This approach comes strangely from those who seek to support law and order which must in the end depend in a large measure on the acceptance of the spirit as well as the letter of the law.

Parental wishes for the vast majority will not be affected by this Bill; the education of many children will be affected adversely. It is the quality of education for the majority which has been questioned in recent years and which should rightly engage our concern. This surely is the plea of industry and parents as well as politicians. This Bill will not answer that plea.

PETER ANDREWS,
Henry Fanshawe School,
Dronfield,
Sheffield.

Sir,—I suspect that, in years to come, your questions to the Secretary of State for Education (In Defance of the Bill, February 15) will prove more significant with respect to the omissions than the substance.

Leaving aside the opening and the closing passages, only one of the 12 principal questions touched upon any issue other than immediate economic ones. You ranged pretty thoroughly through such things as educational cuts, the cost of school transport, school meals, the assisted places scheme and so on. Apart from the money side, only parental choice managed to get a look in.

One could find no mention whatsoever of the most dramatic and far-reaching of all the proposals contained in the new Bill. I refer to those concerning the internal government of schools. The Taylor report designed a new ship and the present Bill sees the hull launched. The superstructure is yet to come, but its shape is clear. There is a strong likelihood that, in the decade at whose threshold we now stand, the control of the curriculum, of teaching methods, of discipline in schools and of a whole range of associated matters will be passed from professional educators to politicians and bureaucrats (but certainly not, as some suppose, to parents).

The fact that no less a person than the Editor of *The Times Educational Supplement* is either unaware of what is afoot or thinks it scarcely worth a mention increases one's anxiety about what lies ahead. If there is one feature of what is now before Parliament guaranteed more than any other to transform the education system in the next ten years it is the school government clauses. Sadly, they have received little attention because of our customary preoccupation with immediate economic issues. We are going to live to regret that.

PETER DAWSON,
Headmaster,
Eltham Green School,
London SE9.

Sir,—According to your verbatim published interview with him ("In Defence of the Bill", February 15) the Secretary of State is now on record as derisorily dismissing the new expenditure on the Assisted Places Scheme as "a figure of millions that can be counted on one hand", measured against a budget of £8 billion.

I am sure he will logically apply the essence of that remark to the case of the Centre for Information and Advice on Educational Disadvantages whose expenditure is assessed at £300,000. It cannot therefore be claimed that there is a case for closure on financial grounds, the object of the quango exercise.

As there has been no formal evaluation of the work of the centre as normally would take place in educational institutions, let alone consultation of any kind with the governing body on the centre's work to discuss any weaknesses, one must assume that no case has been made out on educational grounds.

What is there left?

MAX MORRIS,
Acting chairman,
Centre for Information and Advice on Educational Disadvantages,
Manchester.

Handicapped shut out

Sir,—At the last two meetings of the Joint Council for the Education of Handicapped Children much of our time was spent in discussing the Education No 2 Bill.

There appeared to be within this Bill a number of clauses including those referring to transport, school meals and free milk that will work to the detriment of handicapped children unless special mention is made of them in the statutory section of our educational provision. Various approaches have been made to the Secretary of State by the constituent members of the Joint Council concerning possible amendments regarding handicapped pupils, but at the moment there appears to be a total unwillingness to amend this Bill in any way.

At a time when this country has been considering the recommendations of the Warnock Committee it is sad to find that the Minister of State is not able to pronounce on any recommendation that they wish to make regarding this report, and at the present time are considering a Bill which in many ways could set back the provisions for handicapped children. The whole philosophy, at the moment, shows every sign of being one of economic expediency rather than considering the needs of children, who in many cases are unable to speak for themselves.

ROY S. BUSHELL,
Hon Secretary,
Joint Council for the Education of Handicapped Children.

COURSES

Avery Hill College

Diploma in the Education of Handicapped Children (CNAA). One year full-time.

This course for teachers in special and ordinary schools who have followed a course of initial training and have at least three years' teaching experience, is concerned with a wide range of handicaps and multiple handicaps (excluding the Deaf and Blind).

The educational, emotional and social problems of pupils in special schools, units and remedial departments are studied. Practical work with children is undertaken during the year. Special features include courses in P.E. and games, Art, Drama, Science, and modern approaches to mathematics for handicapped children.

Part-time Diploma in the Education of Handicapped Children (CNAA). Two years part-time.

Applications are also invited from experienced teachers for this part-time course, which takes place at the Mile End Annexe, London E.3.

The content of the course is based on that of the full-time Diploma Course, outlined above. Attendance is required on two evenings per week plus certain full/half days for visits to schools.

Further details and application forms may be obtained from: Academic Registrar, Avery Hill College, Bexley Road, London SE9 2PQ. Phone: 01-850 0951.

LETTERS

The head won't care much for "Great. The lad's come good. Plays tremendous. Fabulous. Magic".

Decision on transport

Sir,—You reported (February 15) an interview with the Secretary of State on the Education (No. 2) Bill. In the course of the interview you suggested that the Association of County Councils now "bitterly regretted" its request that L.e.a.s should have the freedom to decide locally whether or not to charge for school transport. May I, briefly, set the record straight?

The association does not regret its request that L.e.a.s should be able to make up their own minds about charges for transport. ACC members, facing a situation in which it was clear that public spending would have to be reduced generally, took the view that the essential core of the education service (staffing, books and materials), must be protected so far as possible.

In order to allow individual l.e.a.s to preserve the vital fabric of the service, we suggested that each should be given the freedom to decide locally whether or not to levy some transport charge.

At the same time, we pressed the Government to include classes in the Bill to protect the lowest income groups and, beyond that point, rallied very reasonably on the discretion of each authority to levy what was necessary to protect standards and jobs whilst making some allowance for the special needs of different areas.

J. A. LAWTON,
Chairman,
ACC Education Committee,
Eaton House,
66a Eaton Square,
London SW1.

A hare from Wandsworth

Sir,—J. E. Ratcliffe writes to say (February 15) that he thinks ILEA should adopt a policy of devolving the administration of many day-to-day individual problems to the local areas, leaving the central administration to handle such matters as referred further education.

He ought to know that ILEA has always adopted just such a policy, which indeed is inherited from the old LCC education department. The arrangement has recently been strengthened by a restructuring of the inspectorate to provide a closer integration of professional and administrative elements of the service at the local level. The local administration in Division 10 (coterminous with the London Borough of Wandsworth) is exceptionally able, responsive and responsive.

This leads me to a further point, which someone should choke before the correspondence closes. When I was an ILEA officer in County Hall, I think I was in a good position to observe the relationships between ILEA divisions and the inner London boroughs. Since the beginning of 1977 I have been director of the Schools Council Industry Project and Wandsworth has been one of the five national project areas. I have been greatly impressed by the degree of coordination and collaboration achieved between ILEA Division 10 and the borough, especially in the key area of planning and employment. Indeed, the briefing paper which the Wandsworth planning department recently prepared for secondary school teachers on "Employment in Wandsworth" would be an excellent example to most integrated authorities.

I intend no criticism of other ILEA divisions and inner London boroughs, but I am sure I am not the only one to be surprised that it should be Wandsworth, of all places, where this particular hare has been started.

MARTIN LIGHTFOOT,
Director,
Schools Council Industry Project.

Religious Barricades

Sir,—Bert Lodge's useful survey (February 15) of the battle lines in Ealing's holy war over the proposal (now at Section 13 stage) to sell Twyford High School to the Church of England deals in detail with the Church survey of parental views, made in 1977.

Mr Lodge points out:

(i) The respondents were not aware that a County school could only be achieved at the price of closing the existing school. The idea's theoretically attractive. Now a real live school, Twyford, is on the block, and scrapping.

(ii) This survey was totally inward-looking: those questioned were not asked to pronounce on the general applicability of religiously divided schooling in a multi-faith borough. A rule to one faith must imply cases for instead for which the Anglicans, by our massive Sikh community, an RC for Villiers High School, and so, (if you want a united community), then we must abandon our secondary schools as we know them.

(iii) The survey made no attempt to measure the proportion of Ealing citizens alarmed by a policy of dividing children in their adolescent years.

Bert Lodge also mentions NUT opposition to the Twyford purchase scheme. May I add that the Ealing branches of all the Burnham associations are against the sale. This opposition is partly technical (linked with the problems of dealing equitably with falling rolls), but it is also in the best sense emotional. In their classrooms Ealing teachers have worked patiently for years to bring children together. To throw the operation into reverse, to divide children along religious, and hence ethnic lines, seems to undo some of them immeasurably.

MARTIN MAYCOCK,
Secretary,
Ealing High School Defence Campaign,
27 Milton Road,
Hanwell,
London W7.

One voice for ETV

Sir,—May I endorse your "Comment" (February 15) on the need to use the prospect of the fourth television channel to take a new look at the planning of educational broadcasting across all channels. The need to treat educational broadcasting as a unified whole was the rationale for the educational broadcasting authority, which the Council for Educational Technology proposed in its evidence to the Annan Committee.

The proposal was not accepted (and I suspect not really understood) by the Annan Committee, nor is there any sign of it in the new Broadcasting Bill. Nevertheless, the council has continued to put the case for treating educational broadcasting as a single service, regardless of the channels on which it is transmitted. The users would certainly benefit from common advisory and support services and unified programme planning; I suspect the educational broadcasters might find it strengthened their position in relation to their non-educational colleagues.

GEOFFERY HUBBARD,
Director,
Council for Educational Technology.

Energy Theatre

Sir,—An error appeared in the article about Energy Theatre ("All the fuss of the economics lesson" February 15).

I was very flattered to find that you had printed a photograph of me, but please could you correct the last paragraph. The songs for the performance were not written by Hugh Young (as stated), but by me.

FIONA STUART,
Energy Theatre,
The County Drama Centre,
Hatherley Lane, Cheltenham.

The virtues of Janet and John

Sir,—Paul Farmer's criticism ("Looking at Ladybirds", Extra, February 15) of certain aspects of the revised Ladybird *Key Words* as "unfortunate blemishes" is really taking the belief in the efficacy of identification a little too far. On what grounds are such criticisms based?

My earliest years were lived out on a working-class council estate in Leicester—according to some authorities (eg, *Prick Up Your Ears*) a sterile and real annugh environment. I was taught to read through *Janet and John*, whose tins of forgiveness and well-being must, in Mr Former's eyes, surely be as great as Peter's and Jane's, revised or unrevised. Yet it was precisely those sins/virtues that drew me imaginatively into the books and their learning. An alternative lifestyle was displayed.

In the words of another of your contributors (Shafia Sinclair), this alternative vista encouraged me to "perceive beyond the obvious" around me and to take the well-being portrayed as a state that might be aspired toward: thus providing the groundwork for a critique, a means of assessing the Leicester council estate environment, which was my single greatest experience.

The "identifications" were Janet and John. My own age, the same energy, a conspiracy of exploration and development, and—more importantly (and uncannily)—the same level of language acquisition. I needed nothing more.

That education should seek to prescribe and lend voice to the power of total identification (as a fortunate necessity) is dangerous. Not only is such pressure the enemy of imagination, but it also lends credence to the spurious arguments we hear from time to time in the threatening attempts to enforce censorship of anything that someone does not like about real life in art or debate.

DR MARTYN PARK
Bracknell College, Berkshire.

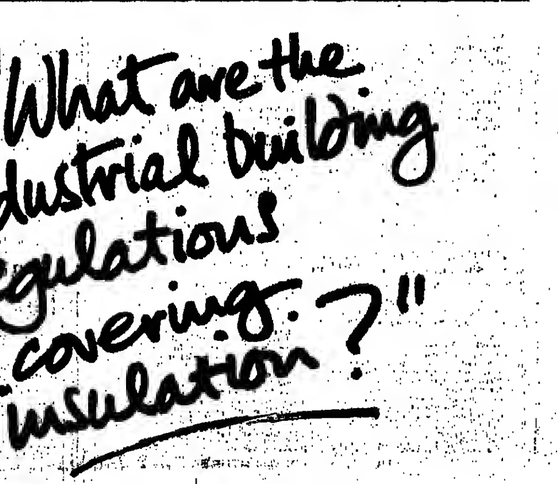
Kent spending on independents

Sir,—I can imagine how difficult it must have been to precis, for publication, the report of the recent all-day hearing by the district auditor of Dr Michael Spencer's complaint about Kent county council's expenditure on places in independent schools. ("Labour minister not given full facts, hearing told", February 1).

However, your report of remarks attributed to me, if uncorrected, could be interpreted as a criticism of the role of senior officers of the county council's education department. That would be a great pity, as before making a contribution supporting Dr Spencer, I went out of my way to emphasize, at some length, my esteem for, and confidence in the integrity of, these officers. I was anxious that they should not be held responsible for any strictures I might direct at elected members.

Of course, I do not know what advice (if any) the officers privately tendered the handful of Conservative county councillors who, in effect, determine the educational policy of the KCC, but 20 years in local government have led me to accept the convention that, once policy decisions have been taken by elected members, officers can be expected to adduce in support of these decisions the strongest arguments they can muster.

KENNETH GRAHAM,
7 Woodville Road,
Maidstone,
Kent.



For an immediate answer to your energy question, or some expert advice on energy saving, dial the operator (100) and ask for the Freefone number in your area.
An Energy Quick Advice Service consultant is ready and waiting for your call (Mondays to Fridays 9 am – 5 pm).

Energy Quick Advice Service

BUILDING SERVICES QUESTIONS
FREEFONE 3140

INDUSTRY QUESTIONS ENGLAND AND WALES
FREEFONE 6222

INDUSTRY QUESTIONS SCOTLAND
FREEFONE 8305

COURSES

'TOWARDS GOOD SCHOOLS'

A Major National Course Sponsored by B.P., I.B.M., Shell, I.C.I., Marks & Spencer and Schools Council

Churchill College, Cambridge 24-27th July, 1980

The Course will concentrate on methods of Evaluating Schools and their work—leading to the management of change required to bring about improvements in Schools and their organisation.

Course Director: Nelli L. Ransom, Head, Newbridge High School, Leics.

Lecturers: Dudley Flake, C.E.O., Manchester; Tim Brighouse, C.E.O., Oxfordshire; Peter Mortimore, Director, Research and Statistics, I.L.E.A.; George Cernis, Superintendent of Schools, Colorado Springs; Peter Cornell, Head, Carisbrooke High School, I. of W.; David John, Head, Wheatley Park School, Oxford; George Walker, Head, The Heathcote School, Stevenage.

The cost of this important course is being subsidised by industrial sponsorship and early application is advised. The course is being organised on behalf of the sponsors and the proposed Centre for the Study of Comprehensive Schools by Educational Courses.

Full details and application forms (foolscap s.e.e. appreciated) from the Bookings Secretary, Educational Courses, 15 Main Street, Sneresione, Burton-on-Trent, Staffordshire. Tel. 0530 71827.

LEARN TO TEACH ENGLISH (EFL) AT EASTER

APRIL 8-13

On private courses held at the University of Kent, Canterbury.

We have one simple objective:

"To give you a practical and thorough Introduction to the Teaching of English as a Foreign Language as quickly as possible."

You will be trained in small groups by Trainers with lots of experience. For more information on our course content (grammatical presentations, use of drama, how to get jobs, etc.) and prices contact:

Pilgrims Language Courses, 8 Vernon Place, Canterbury, Kent, CT1 3YG (0227) 69127.

EDUCATIONAL DEVELOPMENT ASSOCIATION

SOUTHERN SUMMER SCHOOL

PORTSMOUTH MANAGEMENT CENTRE

July 28th—August 1st
Advanced course in Curriculum Planning and Educational Management.
Preparation for Headship
Learning Disabilities
Curriculum Enrichment for Able Children
Pre-School and Nursery Education
Planning Curriculum in Junior/Middle Schools.
Primary School Language Policy
Folk Dancing

August 2nd-4th
Induction for Deputy Headship
Preparation for Headship
The Primary Survey and Beyond
Simple Science 8-13 years
Specific Reading Difficulties
Planning the Infant Curriculum
Art and Craft
Southern Heritage—Lecturing and tours

ISLE OF WIGHT CENTRE
July 19-26th The Victorian Island
July 28-Aug. 1st Creative Ability
Aug 2-6th Ward Music Course
Please write for illustrated brochures (Enclose 10p stamp)

JOAN FISHER, 88, MILL RD., WHITTLESEY, PETERBOROUGH. Telephone: 0733 203130

INVEST IN YOUR FUTURE

85% PASS DEGREE EXAMS

In 1979 Wolsey Hall U.K. students achieved an overall success rate of 85% in London University External Degree exams. In addition 4 out of only 8 First Class Honours awarded went to Wolsey Hall students.

A free booklet on the study-at-home way to pass GCE, Degree, Professional and Business exams is available from W. M. M. Milligan MBE TD MA, Dept.LB82, Wolsey Hall, Oxford OX2 6PR. Telephone 0865-54231 (Answering Service after 4.45 pm)

Wolsey Hall OXFORD

EXPERT HOME TUITION FOR G.C.E.

DEGREES, BSc (Econ) and LLB University of London external degrees and PROFESSIONAL EXAMS (Accountancy, Administration, Civil Service, Law, Marketing, etc.)

Our exclusive methods of Home Study have brought over 340,000 examination successes, many first places. As every course is complete in itself no textbooks are required. Obtain your FREE prospectus now

THE RAPID RESULTS COLLEGE
DEPT. HF8, TUITION HOUSE, LONDON SW19 4DS.
Tel: 01-947 7272 (Advisory Service) or the 01-946 1102 — 24 hour Recordacall for prospectus requests.

Accredited by the Council for the Accreditation of Correspondence Colleges

People

Mr David Willis, the author and social worker who pioneered new methods of dealing with the deprived, disturbed and delinquent, died last month at the age of 76. As a "brother" in a punitive Farm Training Colony, he came to realize that short, sharp shocks were no substitute for life-long love.

Mr Herbert Hayes, the director of the Scottish Central Committee on Modern Languages, is this year's president of the British Association for Language Teaching.

Mr Stanley H. Miller, author of a number of French readers and inspector for modern languages in Nottinghamshire, is chairman of the British Association for Language Teaching.

Mr Michael D. Pollard, vice-principal of Norfolk College of Agriculture and Horticulture, is to be the new principal of Plumpton Agricultural College following the death last summer of Mr N. J. D. Nicholls.

Mr Leslie Silverlark, newly appointed training and development officer for community education in Somerset, is shortly to become president of the community and youth service association. He was one of the founders of the Parliamentary lobby for youth affairs chaired by Mr Edward Heath.

Mr George Smaylen, headmaster of Kingsturst School, Chelmsley Wood, Solihull, is resigning from his job because he says he has become more of a social worker than a headmaster. He describes the life of a comprehensive school head as being increasingly preoccupied with the problems of a few difficult pupils. After 29 years in teaching and nine years at Kingsturst, he plans to take a three-year accountancy course at Birmingham Polytechnic.

Mrs Pam Hopkins, a lollipop lady who faces redundancy, will have her future decided by a public meeting in a Somerset village hall next week. Mrs Hopkins, mother of four children and a foster mother, has patrolled on a "nasty bend" of the A378 outside Huish Episcopi primary school, Langport, for the past six years. However, Somerset county council plans to make her—and 140 other crossing supervisors—redundant from April 1. Huish parish council have offered to pay half her annual salary of £324, but Langport parish council has raised objections to paying the remaining cost. Mrs Hopkins said: "It's a treacherous road for children to cross. We just hope that Langport gets its priorities right."

Bill Brannigan is the new general secretary of the Open University Students' Association—a union for OU undergraduates. He has administration experience at Birmingham and Kent universities and for the past 10 years has been academic secretary and dean of student affairs at the Asian Institute of Technology in Bangkok.

Mr Alan Bilbey is to be the new head of the Plume Comprehensive, Maldon, Essex.

Mr Michael Forster, deputy headmaster of Bishop Challoner School, Basingstoke, will become headmaster of Chatsmore High School, Worthing, after Easter.

Mr David Moore, principal of Nelson Colne Further Education College has become a programme adviser on continuing education at Granada Television.

Mr R. Richardson, second deputy head and director of studies at Chelmer Valley High School, Chelmsford, has been promoted to headmaster, succeeding Mr F. Cooper who is retiring.

Mrs Judith Hicks, former head of St Oswald's School, Durham, is to be head of Deanery First School, Sutton Coldfield.

Mrs P. J. Hellmuth, head of Walmley First School, Sutton Coldfield, is to be head of Deanery Middle School, Sutton Coldfield.

Mr John Carleton, an England rugby union international and physical education teacher, has been refused permission to take time off school if he is selected for the British Lions tour of South Africa. Wigan Education Committee has rejected his application for eight weeks' leave from Pork High School, Hindley, because of the political consideration of the country involved. Mr Carleton, who collected his third cap for England in the last match against Wales, is expected to be selected on March 17—but the last day for resigning his job is today. "I cannot take the risk of having no job and no tour", he said.

The Rev Peter Louis, 38, is to be the new headmaster of the Blue Coat Church of England School in Coventry, leaving his job as deputy head of the Henry Mellish Comprehensive, Nottingham.

Mr Les Keen, a winger in Wales and a teacher in Neath, has been given the go-ahead to tour South Africa, if selected. West Glamorgan County Council, a Labour stronghold, voted 15 to 14 in his favour at a recent meeting. The decision on Mr Keen, a teacher at Cwrt Sart Comprehensive, marks a turnabout for the Welsh authority last year West Glamorgan stopped Llanelli scrum half and teacher Selwyn Williams from touring South Africa with his club. Mr Keen said: "I will be delighted if I'm picked. It's a game and that's the way I see it."

COURSES

OSC OSC OSC OSC OSC

Organisation in Schools Courses: Churchill College, Cambridge

for all those holding responsibility posts . . .
for all those seeking responsibility posts . . .

Pastoral Care

August 4-7

six-day residential course designed for Heads and Deputy Heads of Departments and those with pastoral posts. directed by Michael Marland CBE

all bookings enquiries for The Bookings Secretary, OSC, 22 Compton Terrace, London N1

Scottish Centre for Studies in School Administration
MORAY HOUSE COLLEGE OF EDUCATION

ASPECTS OF SECONDARY SCHOOL MANAGEMENT

6-11 JULY 1980

This residential course will deal with management problems in the secondary school, and with the organisational settings with which these problems are related.
The course will be held at Dalkeith Teachers' Centre, West Hillside, Avenue, to open to any teacher, having managerial responsibility in the secondary school. The fee which covers full board and residence for the duration of the course is £80. Membership will be limited to about 16.
Application forms and further information may be obtained from the Director, Scottish Centre for Studies in School Administration, Moray House College of Education, Holyrood Road, Edinburgh, EH8 8AQ.

features

Asking the customers

Nicholas Tucker suggests "children should be encouraged to write reports on their lessons"

I have never found anything revolutionary in the idea that pupils should occasionally be encouraged to write their own reports on their lessons, since I myself went to a school where this had always been part of the accepted order of things.

Far from being it as a unique opportunity to make trouble and pay off old scores, many pupils used to find the whole thing something of a chore, being forced to verbalize what were often only vague impressions about our lessons. Sometimes our form teacher had to chivy us along when it came to finishing off these reports; but once they were handed in no one on the staff seemed to find them particularly upsetting or offensive.

I was not prepared, therefore, for the storm that broke out in the media, after I wrote an article for last October's *Where*, suggesting that the same sort of scheme should be tried out in other schools. The response was almost entirely unfavourable, with stern editorials awarding me only two marks out of 10 for my general innocence, or enjoining me to write out "I must do better" one hundred times.

Some of this hostility may have been caused by the way my article was reported. It was constantly emphasized, for example, that pupils were being asked to write reports specifically on their teachers, so giving rise to banner headlines announcing "Beware—Little Brother Is Watching You". I had tried to suggest that children should be asked to comment in more general terms on how they might feel about their progress.

Such comments may include remarks about teachers, but there would be many other things to write about too, such as the class itself, or a pupil's particular feelings, positive or negative, about a certain subject. The media often continued to add that I believed pupils' reports should stay confidential to the teacher concerned, and so should not really play a part in the possible blocking of promotion prospects—one of the recurrent fears aroused by this scheme.

Even with these qualifications, it appears that many teachers, though not all, are still apprehensive about any idea of pupils reporting back from the classroom. This is quite understandable as an initial response; few of us actually welcome possible criticism, and there is always a tendency to exaggerate in one's own mind how negatively one may come across to others.

What is more disturbing, though, is the way that those fears seemed often to be based on mistrust or even contempt for the judgment of children on anything to do with education. 'I cannot believe that is either healthy or deserved.

Take, for example, the views of Arthur Jarman, an official of the National Union of Teachers. "It is a simple fact that children and young people are not in a position to pass judgments on their teachers, because they lack the necessary knowledge, understanding, experience and maturity." Yet that "simple fact" is contradicted flatly by research evidence, which suggests that pupils' ratings of their teacher's skills agree closely with the ratings of experts such as other teachers or college supervisors.

Nor does asking pupils to try their hand at assessing the quality of their lessons seem to have any necessarily bad effects on classroom relationships in those experimental studies. On the contrary, pupils, when asked, have taken the task seriously; as one experienced teacher in a personal letter to me put it: "I have noticed a marked increase in socially responsible behaviour following an exercise of this kind".

Even the *Daily Mail*, which ran a sarcastic story on my original article, seemed to be having second thoughts when it later asked a bunch of older comprehensive pupils to write reports on their lessons. As the educational correspondent wrote about the results: "Despite the expected complaints about too tough discipline, the overall impression was one of respect for the no-nonsense teachers, who combine strict rules with fairness".

It is depressing, therefore, to come across spokesmen from the National Union of Teachers and elsewhere who still believe that, to quote an example: "Children are well known to be the worst judges of their own best interests". What, I wonder, would such officials make of the pupil reports that teachers have sent in to me since, that suggest a far more positive picture?

As another experienced teacher wrote: "From studying these reports on myself, I have learned a great deal both about how I appear as a teacher, and about the children themselves". She then goes on to mention some of the pupils' criticisms, among the much more general praise, which she has found useful—so giving the lie to the idea, frequently expressed in the media, that good teachers would have nothing to learn from that particular exercise.

"Lesley-Jane says I do big ticks which spoil her work—I thought that the big tick was a symbol of how pleased I was with it. I didn't realize that Julie objected to not having a hymn book—she got one after that. I was saddened, genuinely, by the pathos of Juckie's report—I really wasn't aware that she felt so rejected because I never did ask her to do things. Also, I am a chilly mortal and didn't know the children were uncomfortably hot in the classroom at times."

Teachers can always learn something from children's reports, even when pupils may be as young as eight or nine, as in the examples just quoted. As for yet another spokesman from a teachers' association, who found it "a bad job if we have to go down to the customers" for assessments of teachers, many of those who wrote to me privately seemed to feel they may be just as safe with such customer-pupils as they would be with various reports from local advisors, government inspectors, and headmasters.

It was never my intention, though, that pupils' reports should get mixed up with any official assessment of teachers. Such reports should, in my view, be there entirely for the teachers' own use. If it is true that poor, unmotivated teachers may choose to learn little from them, this should not be used as an argument for preventing others from having the opportunity to use pupils' reports more constructively.

There is always the possibility, for example, that pupils' reports will have something valuable to reveal about the class itself. When I tried this exercise as a schoolteacher, I soon discovered from odd remarks that there was some nasty bullying going on in the class. Typically, the child picked on was a boy who was indeed very irritating to me as much as to everyone else. My own impatience with him had led me to overlook the fact that he was often having quite a bad time.

Elsewhere, almost all pupils spoke negatively about their French lessons. I knew the teacher to be a hard-working, utterly conscientious colleague, but my form—which was a remedial one—simply found her lessons too hard and remote. Once again, I think that was a genuine complaint worth listening to, given that many of those pupils already had great difficulty with English, let alone the French language.

Having pupils write reports on their lessons would not restore education cuts or improve low salaries. To that extent, my scheme could be seen as irrelevant to teachers' most pressing concerns, even though it would in itself cost nothing.

continued on page 23

features

Continued from page 19

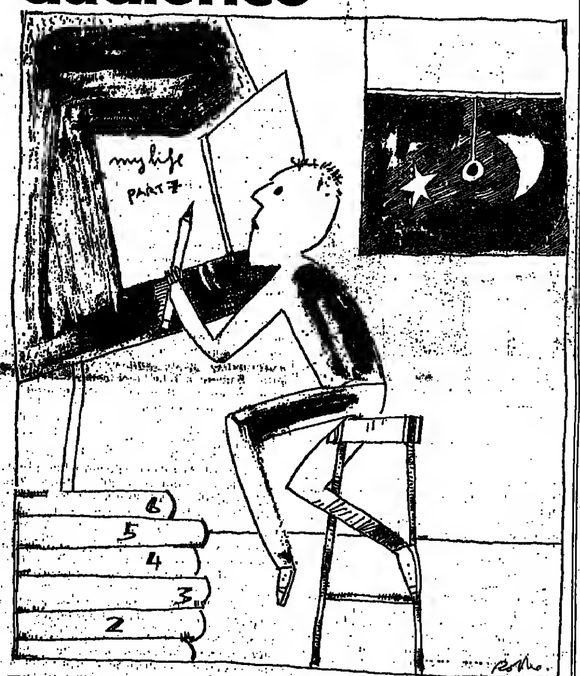
extra to administer. But I still believe that the idea is worth trying, given that the results of such an exercise are often much more heartening to everyone concerned than most teachers ever appear to imagine.

One constant suggestion in the criticism of my original article (apart from time-worn cracks about mad psychologists) was that I deserved to have reports written about me by my present students, as if this were some sort of necessary punishment for my presumption in making such suggestions.

Yet ever since I have been a teacher, whether in schools or universities, I have always welcomed such reports. It is always interesting to discover how pupils see things, and the commacts of school children, in particular, can be amusing, as well as perceptive and self-revealing.

Nicholas Tucker is a lecturer in developmental psychology at the University of Sussex.

Finding an audience



Jean Bleach looks at the growing trend for children to write about their own lives

"... People don't think much of themselves, and they carry around a picture of themselves that is much less than it should be. They don't realise that they have lots of talent and lots of ability which they could develop and this is why I think writing is very important.

"If, when you're learning reading and writing, you use stuff written by other students, or ... by yourself ... and it's about your life and the lives of people you identify with, you begin to realize it's good and that helps you to change the image you have of yourself."

Here, in the words of an adult literacy student, lies the justification for the practice established among teachers in the past decade of printing their students' writing for other students to read. Taken together, the availability of works by child authors, working class and black writers and newly literate writers makes a powerful statement to young people. It encourages them to realize the possibilities of themselves addressing a public audience.

Authors reflecting the black experience in Britain have been published almost exclusively by black community bookshops or other community projects. Bogle l'Ortiye, a twelve-year-old Accrington author, in *My School Today* has a collection of clear-eyed poems in which she regards white school and society from a secure sense of her own black identity.

They also published Linton Kwesi Johnson's *Dread Beat and Blood*. Here an accomplished black poet uses insistent Reggae rhythms to express the alienation of black youth on the streets of London, and their explosive revolutionary yearnings. Black Ink, a short-lived community project, published *The School Leaver*, by a young black playwright, Michael McMillan, originally produced by the Royal Court and carrying sobering messages for young readers in school.

The theory on which those publishing ventures rests is largely socialist, based on the writing of Walter Benjamin and Ken Worpole. Worpole says children "must become authors, and we have to locate their audience, and make available to them the means of production."

Because children are writing for their peers, their juniors or less experienced readers, they see their written work in school as having a social purpose. In writing, editing and printing their own books, the role of authorship is demystified.

To a surprising extent, those theoretical insights are borne out in practice in school. Some of the writing printed does challenge the authority of adult children's writers. That has been particularly clear in the writing of black children, and children from recent immigrant groups. The culturally complex "worlds" created by many of the young writers reveal the cultural bias and lack of penetration of white adult authors of their worlds. All young authors gain a powerful sense of their value as writers (and as people) from knowing that their work will directly help others.

Teachers who print their students' writing may or may not articulate their intentions in such ways; almost without exception, they would refer to seeking a wider audience in the hope of developing, through that means, their pupils' writing.

That notion of "audience" comes from the work of the Writing Research Project at the London Institute of Education. Children's writing is seen as part of a continuum, starting from writing "close to the self", where the writers rely heavily on meaning shared between them and a face-to-face audience, and moving towards writing belonging to the public order, where meanings are wholly explicit and fully embodied in the text.

That has resulted in many children in inner city comprehensive schools gaining an experience and understanding of themselves as writers. An additional effect has been to make young writers more ambitious in the form they use.

They are learning to spread themselves to fill 10 or even 20 pages of an A5 printed booklet with sustained prose narrative, rather than working in more traditional short burst forms—poems or short narrative pieces. These sustained narratives may be fictional, or may be the child's telling of his or her own story.

In London, the ILEA English Centre has published some of the best of those narratives—brought to their attention by local teachers. London schools have used them widely and successfully. This week the Centre is publishing a collection of four of the pieces previously available in individual booklets, and seven more which were the result of a competition arranged in 1979.*

This well-produced book will bring to children throughout the country some of the writing of their peers. For teachers and educationists, it is a fascinating handbook that should deepen our understanding of writing and the writing process.

For example, on the evidence of this collection, there is no necessary and immediate connection between a having work publicly printed and recognizing the demands of a public audience. At least two of the pieces seem written for the self as audience, or, at the most "public" the teacher as trusted adult as audience.

Nine of the pieces (of varied length) are "lives": *The Kids are Alright* by Joe Ackerman and the already celebrated and widely read *The Melting Pot* by Chelsea Herbert are fictions. That is unusual for young writers in their ability to sustain convincing fiction, and in their linguistic accomplishment.

How they fit the title *Our Lives* is no less complicated in relation to children's fiction than to adults'. A brief example from *The Melting Pot* will show that they surely do.

"My mum always tells me not to play records early in the morning but I can't help it. I just love my records.

"Hey, madame, how many times have I got to tell you not to play these records in the mornings; afore you go and do something good, you study records to see how far records will put you, me dear.

"Oh boy, here we go again. I mean I say, she could just say, 'Charmain, don't play those records so early'."

The collection raises the complex issue of narrative and autobiography, and the relationship between the two. There seems to be evidence of *the necessity* for some children at least, of having opportunity to shape, order and reflect upon their experience in the "story" they do in recounting their "lives". In the autobiographies but one reveals disjunction, loss and conflict, whether the writers are natives of Britain (black or white) or members of recent immigrant groups (Moroccan, Ugandan and Chinese children's work appears here).

A quotation from Zohra El-Kaissi's *Families* forms a considerable contrast in mood, style and control of language to the passage quoted above. Born in Morocco and already in her teens when she came to Britain, Zohra starts her story, "My life has, so far, not been a very enjoyable life at all".

She tells of divorce, adoption, running away, of being marvellously and eventually reunited with her mother, of coming to Britain. As a young child, she had been away from her cousin, Ahmed.

"'I did not mean to hit you so hard' he said. His voice was slightly shaky. I knew he was very sorry about what I had done, because if anything [anything meaning here sexual assault on the big way] had happened to me, he would have been the one to blame. We went back to Knsar Elkebir. We entered the house and I found my foster-mother crying her head off and many people in the house trying to comfort her. When I appeared from the staircase everyone stopped talking and their eyes fixed on my pallid face. All of these people had expressions full of hate on their gloomy faces..."

Questions that arise—What is the relation between form and the social infrastructure? What literary influences have these writers met?—are difficult to answer. The Dickensian feverishness and self-regard, together with the power, strong in that piece of writing, but ending contradicts the ease with which nineteenth-century changelings fit back seemingly into their rightful homes.

To remind one of the dangers of speculation, Zohra's story comes second to Mohammed Elbaja's translucent *Life*, a paradigmatic story of enforcing work publicly printed and recognizing the demands of a public audience. At least two of the pieces seem written for the self as audience, or, at the most "public" the teacher as trusted adult as audience.

Our Lives will be of great value in children to dip in to, in search of what should be sorry if it replaced individually bound stories, because for many it was a more daunting book to get to to.

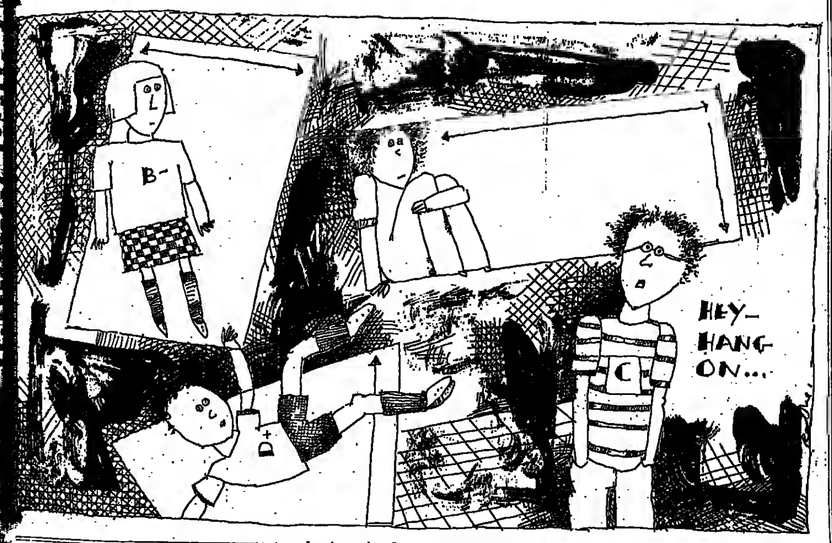
For teachers searching for an understanding of children and their experience and an understanding of their writing, I believe this book is seminal.

Jean Bleach is head of English, London Park School, London.

** Our Lives: Young People's Autobiographies, available from The English Centre, Sutherland St, London SW1V 4LB, plus 25p postage; cheques or cash with orders).*

features

Getting into profile



John Blanchard reports on how pupils can assess and review their own progress

How do you organize testing and reporting? How do you try to make sure that the most useful assessment is made available to those interested in the process and outcomes of learning?

We have to report to parents; and we are obliged not to ignore public examinations. Both are forms of "summative" assessment, ostensibly accounting for the standard of pupils' work at a given time. Each summer our school plans a timetable for the five year-groups' exams and reports. We stage our assessments and organize our teaching accordingly. During the first three years, reading age, comprehension, response to literature, comprehension and language usage are tested. Each paper is marked for a whole year-group by one teacher. Grades are allocated along a curve of "normal" distribution.

In the last two years, tests duplicate the demands of CSE and GCE. When writing support school reports, we no longer measure information in the light of achievement within the year-group; we reflect competence in relation to public examination standards.

Our Group Mode 3 CSE allows us to regard all pupils as prospective candidates. Being actively involved in its setting, marking, and moderation, we are fairly confident about judging standards. We can speak less authoritatively about GCE. Our tentative grasp of GCE standards, and the possibility that attempted objective assessment may in the fourth year depress pupils, make our approach less than ideal. But as long as GCE dominates assessment at 16, we are bound both to take it seriously, and to incorporate its values in our assessment.

If assessment merely categorizes pupils, it undermines their capacity to use it constructively. To that extent, reports and examinations divert attention from the real value of education.

For that reason, our everyday marking consists of comment only, unless the work is enhanced by simple quantification or qualification, and pupils understand their limited meaning. For that reason too, we are trying to maintain a practice of writing specifically personal reports to pupils.

These review progress by reference to successful learning, to suggested areas of future endeavour, and to the means whereby success might there be achieved. Here, as in our teaching, we consider pupils individually, without the distraction of comparing them one against the other, or against absolute standards.

We face two outstanding problems; how to resolve the contradiction between testing and teaching and how to prevent our assessments being ignored by, or reduced to, a single letter or number in public examination.

The solution, which our scheme offers, is for us to collect "objective" assessments in a file for each pupil, and to encourage them to use it as an aid and reference. A language file is opened for every 11-year-old and newcomer. It contains a primary school record, whose content was agreed by a committee representing the five to 16 schools in the catchment area. To it are added school exam scripts and copies of reports to parents. It is open to pupils, parents, and teachers, and can be made available to bodies outside school.

Pupils are asked to contribute to their files by writing an annual statement. The intention is to strengthen their understanding of and response to "objective" assessment by giving value to "subjective" assessment. The result is that pupils reflect, in the broadest and most intimate way possible, their experience and competence within the subject.

The scheme recognizes that pupils must share the initiative for their learning. They become formally involved, for example, suggesting fresh approaches, giving advice:

"... I think that we should do more stories and I think that we should do a spelling each week and put in to groups."

"... And when teachers are trying to explain something they could go a little bit slower. ..." (Second year pupil.)

"... I wish we could have more time in the lesson for descriptive work or compositions, and could be given more help with word usage and structure but not exactly grammar. ..." (Third year pupil.)

They express preferences, consider development, current activities, and prospects:

"... When I was at ——, I used to have Good English and I had a lot of remarks about it. Then I went to —— Primary School. But that was a school I did not agree with and went backwards, but now I find I am building up my standard every time I take an exam and get my report. And in that way I find that english has helped me a lot. ..." (Third year pupil).

"... I hope to achive a CSE grade and if need be go to night school to get a O level if the job require it. I hope to be in an outside job like postman and if so be able to read the adresses. ..." (Fourth year pupil).

Apart from the benefits to pupils' motivation and teachers' understanding, the statements reveal much that is of interest to those who consider applications for employment and further education. In the fifth year pupils write for that audience. Here is an example:

"... My life here has certainly brought me down to earth with a bump. I am not cossattad into believing one can live entirely on sensibility. We need aims in life, strong points of view and my writing has taken a turn towards expressing these. My imagination has not been forgotten, but now I use it to picture scenes in real life situations.

"I no longer believe I have any miraculous talent or even that my mind works in a way that is at all different to any one else's. I have found a few more years does not bring about perfection in my work, but that it simply makes its fallings more obvious. There are no doubt the traditional ideas of adolescence.

"This summer I was not expecting to do well in my 'O' level exam, all my writing I found forced and stilted, however, the actual day went better than I could have hoped. My result was A ..."

Assessment is partial if it excludes any important participant. Pupils, the subjects of assessment, make vital evaluations of themselves and their work, but are conventionally denied this expression.

Whereas public examinations are designed to assess considerably less than the whole age group, statements are written by every pupil. They reveal their different interests, needs and talents, but the scheme does not itself discriminate between them. No one has yet failed accurately to represent performance and competence.

Whereas public examinations assess only academic attainment, statements reflect a range of experiences, skills and capacities. While examinations tend to prescribe training and culminate in a grand performance, statements do not inhibit, they promote teaching and learning. The statements allow pupils to set goals in the light of teachers' assessments, and to consider progress autonomously.

The scheme is far from perfect. If there are inconsistencies, for example, between different departments' approaches to grading, then parents and pupils are confused. As it is, our school has initiated a system of tutor-based profiling, compatible with our scheme, designed to reflect pupils' all-round experience and achievement, and including an element of self-assessment.

That, and the fact that our school is actively interested in curriculum definition and monitoring in areas "across the curriculum", provide a practical and sympathetic setting. The file, for example, is becoming the channel of communication by and for all teachers of pupils from five to 16, as a language policy gradually emerges in the way Bullock might have envisaged.

Beyond school, information is sought about 16-year-olds' aptitudes, and is usually supplied in two ways: by public examination grade and by school reference. Schemes such as the one described here propose alternatives, demanding broader representation.

What is needed is a means of evaluating subject statements and school profiles. Public examination boards, the Council for National Academic Awards, the DES, the Schools Council, i.e.a.s might co-operate in the establishment of local and national boards to supervise the accreditation of such assessments. Without national currency value, such schemes may have interest for schools, but they offer little security to employers and FE staff.

Perhaps formal, public assessment originally served to select candidates for the next stage of education; the traditional exam boards are university ones. Such a narrow concern seems also to have affected younger exam boards, so that attempts to account for the achievement of the "less academic" pupils, destined for immediate employment, use inappropriate measures to uncertain ends.

Certainly, the demands of comprehensive education and modern society are not now being met. And we cannot defend existing practice on the ground of its convenience or its accuracy. It is enormously expensive, time and energy consuming, and misleading; one cannot, for example, compare the grades of different boards. Neither can it be said that improved procedures would necessarily impose additional burdens on us; we already make extensive assessments, only to little apparent purpose.

The usefulness of assessment is ultimately decided by those who receive and act upon it. We can supply "objective" and "subjective" assessments, and examples of work. Surely everyone would welcome their wider recognition and use?

John Blanchard is head of English, Comberton Village College, Cambridgeshire. This article is based on his contribution to Outcomes of Education, edited by Tyrrell Burgess and Elizabeth Adams, and published yesterday by Macmillan Education (£9.95).

review

A protean muse

Michael Church talks to Carl Davis

● Quick—without thinking—what does *The Long Search* conjure up for you? Images of India maybe, but probably also a meditative tune on a cor anglais. Now try the latest television adaptation of *Wuthering Heights*. You will probably think of tempestuous scenes in open moorland and of endlessly guttering candles, but you may also recall an anguished little melody on a muted clarinet.

It is likely that your memories of the BBC's recent adaptations of *Our Mutual Friend* and *The Old Curiosity Shop* will be at least in part musical, and that if you watched last month's version of *Le Misanthrope* you may have noticed the Gershwin-style piano accompaniment adding considerably to the impetus of the proceedings. Did you spot that cheerful-looking pianist playing his way through the *Misanthrope's* opening titles? That was Carl Davis, and the aforementioned are just a few of his scores. Since the Thames Television *Hollywood* is another of his scores, this musician's influence on the national consciousness is at present particularly pervasive.

How has it all come about? One is driven to conclude, after interrogating producers and directors with whom he collaborates, that the answer lies in a winning combination of qualities: literary, theatrical and cinematic erudition, and a singularly protean muse. He is a master-pastiche. On a more mundane level, it seems that people love working with him, and after watching him in rehearsal one quickly sees why: immaculate professionalism, yes, but also warmth and wit.

Bright child of a Brooklyn family, Davis gravitated towards opera via Gilbert and Sullivan and was accompanying professional singers by the time he was 13. His first made his creative mark with an experimental revue which *West Side Story's* director, Jerome Robbins, helped to get staged, and which was presented at Broadway in 1964 and subsequently transferred to London. After a stint with the Royal Danish Ballet Davis finally settled here, wrote the music for a radio play which won the Italia Prize, was commissioned by Ned Sherrin to write songs for Millicent Martin on *That Was The Week That Was*, and has never looked back.

"Half of me", he says firmly, "belongs in the theatre." Indeed, he found his other half there: his wife, the actress Jean Boht, was working with Joan Littlewood at Stratford East when Davis first met her in 1970. Davis worked at Stratford with John Wells on a musical called *The Projector*, and it was thanks under the Littlewood tutelage that he first fully discovered how to harness his gifts for illuminating scenes with a musical subtext. "He responds instantly to the colour of a word", says Wells, looking back over a long and continuing series of fruitful collaborations, the latest of which was an operatic adaptation of Aristophanes's *The Peace* which toured Scottish schools. "He takes a spoken phrase and gives the musical equivalent immediately."

In the theatre, Davis's fame spread rapidly. Alan Bennett invited him to write the music for *Forty Years On* and then for *Habeas Corpus*, and he has composed for a plethora of productions at the Prospect, the National and the RSC. If Diaghilev were to descend upon London now it is a fair bet that Davis would be one of the first artists he would pick up.

Carl Davis: "Me and Gamba" — Pete Addis

In his work for television Davis has recently blazed an interesting trail. The vagaries of planning and scheduling often mean the BBC broadcasts the early episodes of a series before the last have been shot, and Davis was permitted by the director of *Our Mutual Friend* to build up a "library" of musical themes which would then be cut up into lengths and matched to pieces of delicate aural shading in the action. The two men apparently discussed the book as though they were writing a literary essay and, after agreeing on its main components, hit on some evocative titles—"Notices of Murder", "Weariness of the Journey"—which Davis then mulled over and eventually distilled into melodies. As it worked out they adopted the same approach for *Wuthering Heights*, reducing it to three elements—the cry of the ghost Heathcliff as devil, and the idea of a meeting ground between the haunted house and Thrushcross Grange, between insanity and sanity. The musical result was unanimously apt.

Unlike those composers or book-jacket designers who are content to be fed a few hints about the nature of the work they are to compose, Davis reads widely round his subject. Before starting on that grotesque underrated series *The Pride of Regent* last year he did research on eighteenth-century cartoons and investigated the kind of theatrical entertainments which the Regent would have attended. These three series were particularly happy marriages of laboratione, but Davis will be observed how lukewarm directors can be. "You'd be surprised how often they ring up and say 'I don't think much of this script, do you?'" (Laughter and laughter from Davis). "So I reply that I'm prepared to act on this assumption that it's marvellous!"

He enjoys the challenge of working on an epic scale. He did the score for Thames's *World at War*, and is shortly to begin composing for a seven-parter on Robert Oppenheimer (though he fears the loss of that musicroom cloud may dampen even his most ingenious musical efforts). *Hollywood*, the current epic, is, he says, "an absolute gift for me. No sound, no dialogue. All the drama has to be articulated by the music." Over the past three years, and to the very specific demands of producers Kevin Brownlow and David Gill, he has built up 13 immensely complex edifices of sound. He has woven in contemporary recordings, embroidered upon a great variety of contemporary tunes, and where possible matched the instruments visible in the film clips with comparable instruments played by his own orchestra.

History has sometimes played kindly into his hands. It was found that King Vidor, when filming a terrifying march of soldiers through a forest, had had a drum sounding among the trees so that the silent men would fire, be wounded, and fall in a regular dead-march rhythm. Davis's percussive track for that clip must have given it a quality closely akin to Vidor's original vision.

It is of course a measure of Davis's achievement that one tends to take the *Hollywood* soundtrack for granted, but it is worth occasionally cocking a more attentive ear as the images roll by. For example, watch next Tuesday as the pioneers cross the River Platte and reach Oregon. It is a short clip with three quite separate elements—men and oxen fording the river in long shot, their landfall, and their arrival in the promised land. The music modulates deceptively smoothly but there are three themes and three distinct swathes of emotional colour.

And how is it made to fit? By that standard Hollywood device, the "click track". The length of each clip is divided into beats at a precise speed, the music is composed for that speed and performed at it ("You'd be surprised how often they ring up and say 'I don't think much of this scrip, do you?'" (Laughter laughter from Davis). "So I reply that I'm prepared to act on this assumption that it's marvellous!"

Hollywood: Original Music for the Thames Television Series by Carl Davis is available from EMI (INA 1001) and also on cassette.

The joint is jumpin'

Charles Fox previews a jazz film season at the National Film Theatre

● Jazz and the cinema have much in common. Both began taking shape during the 1890s, going on to become arguably the two most important art-forms to emerge in this century. Both spread around the world through being susceptible to mass-production: films by air in-flight entertainment because of the invention of gramophones, jazz because it was possible for American dancers and Mack Sennett bathing girls to make an impact upon people who would never glimpse either in the flesh.

There were other coincidences, too. The first "talkie" (the distressingly titled *The Jazz Singer*—with Al Jolson—in 1927) came only a short time after the shift from acoustic to electric recording, an important step as far as jazz was concerned. Until the "talkies" of course, there had been no point in pleasing any get-together. True, newsreel shots exist of Jim Europe's Hellfighters cheering up the American doughboys in France towards the end of the First World War, and the Original Dixieland Jazz Band took part in a 1917 two-reel comedy, *The Good For Nothing*. In each case the performance was translated yet mute.

But the advent of sound meant that jazz bands and musicians began to be recruited by Hollywood—mostly for short spots in feature films. So Duke Ellington's Orchestra backed up Mae West in *Belle Of The Nineties* (1934), Benny Goodman's band surfaced in *Hollywood Hotel* (1937), while Louis Armstrong's unique ability to double-up as a great jazz soloist and a show business personality enabled him to steal scenes in movie after movie.

Yet jazz was still being used mostly as background music (Art Tatum's only appearance on film—in *The Fabulous Dorsey*—is swiftly overlaid by chit-chat from the romantic leads). Things were little better in those few films which actually set out to honour jazz musicians: the approach was either absurdly hagiological (*The Gene Krupo Story*, *The Benny Goodman Story*, *The Five Pennies*) or full of such hand-me-down psychological insights as those which befuddled *Young Man With A Horn* (hastily retitled *Rhapsody In Music* by British film distributors), based on an equally fallible novel about Bix Beiderbecke. Not until the last decade, in fact, was it possible to think of a movie about jazz worth watching for its own sake. *Seven Kiang's Kuntzer* (1976), a Swedish film, may not deal with jazz celebrities, but at least the musicians behave authentically, they are real human beings.

Luckily, jazz has not been confined only to feature films. And a selection of these other sorts can be sampled at the National Film Theatre between March 1 and 18. Among them are a number of short films manufactured for the black American market, including two directed by Dudley Murphy in 1929: *St. Louis Blues* (March 13, 8.30) and *Black And Tan* (March 4, 6.15, March 15, 8.30). The former is the great blues singer Bessie Smith (her only appearance on film), while the latter allows us our first glimpse of an already debonair Duke Ellington (at the end his orchestra serenades a dance by their deathbed). Both films, but especially *St Louis Blues*, amount to more than the sentimental vignette which a potted description might suggest.

The programme on March 4 and 5 also has *Jubilee* (1947), presenting Dizzy Gillespie's first big band; the only footage in existence—with sound—of Charlie Parker (1951); and *Cabin In The Sky* (1943), by Louis Jordan's Tympani Five, a forerunner of rhythm-and-blues. Also to be seen are three "soundies", three-minute shorts designed for showing in Harlem's penny arcades; Fats Waller's 1941 version of *Ain't Misbehavin'*, *Honeysuckle Rose* and *The Jaint is Jumpin'*, all apparently shot in somebody's front parlour.

Jazz documentaries belong to the post-war years, the work of film-makers who realized the music was worth tackling on its own merits. These usually show a performer at work, or else have an historical purpose, built around stills and clips from old movies. Three examples of the former category turn up together on March 4 (8.30), all about tenor saxophonists. One shows the Sonny Rollins Quintet in Holland (1967), another has Dexter Gordon playing a set in Copenhagen (1971), while the most fascinating of all, *Big Ben* (1967), is a down-to-music study of Ben Webster, a magnificent musician if inclined to be quarrelsome in his cups, yet shown here as thoroughly under the thumb of his genial Dutch landlady.

All these programmes fall under the general title of "TCB", standing for "Taking Care of Business", a popular motto among jazz musicians, yet also the name of the only film distribution company in Europe that specializes in jazz and blues. Every film in this festival

"To the Count of Basie"

Music of the spheres

Angela Carter reviews Fellini's latest film

One snag about Fellini's Orchestra Rehearsal is, that it's based on the false premise that the music of Nino Rota is an adequate symbol for Western classical music as an art form. Admittedly, Nino Rota provided the perfectly satisfactory musical accompaniment for all Fellini's major movies since *The White Sheikh* (1952) and loyalty in itself is a fine thing. But it was unwise to create a parable in which music has to bear a deal of weight around the work of a composer to whom Fellini himself once paid the rather backhanded compliment: "He knows that, in a film, music is something marginal and secondary." (*Fellini on Fellini*, Eyre Methuen, 1976). If Fellini is making the point he appears to be making—though, in Fellini, the point is always moot—a score of greater musical complexity would seem more apt.

Ironically enough, since the movie posits the orchestral conductor as Führer manqué, Rota's piece is the kind of jolly little thing any orchestra worth its Musicians Union card can read straight off onto tape before elevenses, without raising their eyes to the baton once. Now, Fellini is aware of this—that his point, or one of his points, is that Western musical culture is a contrived and slipshod affair, a whole different ball game, just an excuse for a set of delicious vignettes about a quirky bunch of musicians.

And, as a rogue's gallery of musical humours, *Orchestra Rehearsal* is enormous, if brief, fun. However, these maniacal obsessives are richly, lovingly observed. The comic sanitary fitter, who has blown too much wind into her brass, The harpist, poignant, rougad, middle-aged, tittupping prissily to her seat while her colleagues welcome her with a spontaneous rendition of the Laural and Hardy theme tune. And, oh! those wild Neapolitan timpanists! All of them, fiddles, cellos, trumpets, trombones, assimilated to their instruments, grown somehow like them, as people are supposed to grow like their dogs.

But it is always a puzzle with Fellini as to whether there is more or less to his movies than means the eye, or if what there is is *all* there is. Sensation is his forte, not intellectual surmise, and maybe it's a shame he felt he needed to stiffen this eccentric parade with a dose of significance.

All starts well, however, in a fine, stark, antique chapel, as a cosy Chaplinesque old copyist sets out scores on music stands. I think this guy is supposed to be some sort of affirmation of the power of music, but as the orchestra, a singularly bolshy lot, file in, it is obvious from the kick off that music is going to take a beating.

It becomes apparent that a television documentary is being made about the rehearsal. The musicians camp it up like mad for the unseen unit, those that is, who are not glued to soccer matches on their transistors or sipping from hip flasks or inflating condoms on trumpet bells. (This last an activity that probably seems more anarchic in a Catholic country.) A trade union official is made as much a laughing stock as if Bryan Forbes had been behind the camera.

The conductor starts them in and things immediately get heavy. He goes on about the Nino Rota as if it were Beethoven's, Fifth, at least, abusing the musicians until it's a wonder they don't down tools then and there. After this megalomaniac presents his arse to them in an emphatic gesture of contempt, they adjourn mutinously to the cafeteria. In his rest room, the conductor opines there is no longer rapport between conductor and musicians anywhere, and from what we have seen, this is no wonder. He then lists his impressive property investments, houses in Berlin, New York, Tokyo and so on. I don't know *what* one is in make of him.

Meanwhile, back in the chapel, the orchestra has gone from sullen resentment to epic revolt in a single cut. All hell has broken loose. Death to the conductor! they shout, understandably enough. Free the musicians! The bassoonist and the pianist capulate under the piano as the wall starts to cave in. That brings everyone to their senses; they calm down at once. Some weep. Amidst the rubble, the conductor serenely stops forward. "The music saves us. . . ."

But, as the chastened survivors pray, what little mask of decency he has drops from the conductor entirely. His brusque commands turn into a hysterical screech. As the screen goes blank, he starts to bark in German. Which is unfair of Fellini, because the neo-Nazi revival is not confined to Germany if *that* is what the film is about. Then there is a pause. In the dark, a disembodied voice: "Signori, de capo." And off they go, again; but, where to?

It is a very curious, deeply unsatisfactory film. The apparent moral of the parable—that unrestrained riot leads directly to repression—sits very oddly on the Fellini who memorably celebrated liberation of the flesh and spirit in theirories of sixties' consciousness-expanding films par excellence, including 8½, *Giulietta of the Spirits* and *The Satyricon*. This film leaves one with the impression of a nice man with a good heart muttering nonsensibly, "Tears before bedtime!" in front of the very horror-nest he has helped stir up. A soured Utopian, in fact.

Yet a soured Utopianism was the great quality of Fellini's last, major film, *Casanova*, in which he analysed the Great Lover and found Casanova turning into a hypocritical cad in front of his eyes. But Casanova was a film about the deception of sensation itself. *Orchestra Rehearsal* seems to be about social deception and Fellini is on less firm ground. Perhaps he is simply, if belatedly, suffering the revenge of flower power. The Fellini of 1965, of *The Satyricon*, was all for chaos: "I am happy to be living at a time when everything is collapsing." But waiting for things to fall apart is quite different from being there when they actually do. And, now, they probably are.

In *The Satyricon*, an entire tenement in Ancient Rome collapses, symbolising the breakdown of the old order. *Orchestra Rehearsal* repeats the falling wall image, but with a horrid difference; a decade on, a menacing demolition ball is visible when the dust clears and the image is not one of liberation but of a destruction with very little possibility of a fresh start, afterwards. Except for that ghostly voice—perhaps the television cameraman, perhaps the conductor, perhaps God (you never can tell, with Fellini)—saying: "Signori, da capo."

arts

National treasures

John James on theatre

A Life. By Hugh Leonard.
The Abbey Theatre Company at The Old Vic.
Goldoni's Country Life.
The Lyric Theatre, Hammersmith.

The Festival of Irish Arts has brought Dublin's Abbey Theatre Company to London in Hugh Leonard's latest play. With it comes a sure "sense of Ireland".

A Life opens with an extended monologue in which Drumm, an elderly Irish civil servant, dismisses the enthusiasts he has been leading on a walking tour of his native town. Revisiting the old places has revived memories of his youth. He goes to visit Mary (the girl he loved but never married)—his attempt at a reconciliation between her family and his which, unbeknown to him, has already been effected by his wife Dolly. While he is there Mary's husband Kearns comes home. Talk of the past shifts into reality and we see them in their youth: Desmond and Dorothy, Mibs and Lar. Moving between now and then we learn why Mibs married easy-going Lar rather than Desmond driven by a passion to improve everything he touched, including her. We see how Drumm's fierce moral rectitude has pinched his life, while Kearns's free-wheeling reliance on something turning up (like the Social Security) has never let him down.

It is all very Irish: full of beautiful talk, crackling with humour, sad and merry by turn, full of human affection. Of no great substance, it warms the heart without disturbing the mind. In the hands of lesser actors it might be nothing much to write about, but the Abbey players give it a radiance.

In Japan, distinguished actors are sometimes honoured with the title "national treasure": Cyril Cusack (Drumm) richly deserves to be designated an Irish one. The ease of his performance, its exquisite detail, make it great acting. He is well matched by the other "old ones" especially Philip O'Flynn (Kearns), who deploys comic timing brilliantly. The "young ones" are all actors of great promise, but Dearbhla Molloy is also beautiful and sexy. What happened to the lighting for the curtain-calls only an Irishman could say.

The path of love runs no smoother in Goldoni's *Country Life*, adopted by R. D. MacDonald for the Glasgow Citizens Company last year and now directed by David Giles. It is like an eighteenth-century opera without music. In solos, duets, trios and ensembles the characters talk relentlessly of love, money and marriage, ringing the changes on a theme with variations. Its abrupt, brutally anti-romantic close makes a jolting end.

Directed in a controlled English comedy-of-manners style when it cries out for mock-Italian exuberance, the actors do well enough—notably Ellen Pollock as a pathetic widowed belle reduced to paying her bills. But it is not, alas, the success David Giles deserves and needs for his lovely theatre.

Débutante

Hilary Finch

If you were there on the first night of last year's Schools Prom at the Albert Hall you will remember a small figure in flame-red dress playing a cello not much smaller than herself in Saint Saens's Cello Concerto. Caroline Dale has been playing the cello since she was five, and two years ago, when she was 13, she won the string section of the BBC Young Musicians of the Year competition. Although still a Middlesborough schoolgirl she has already performed at the Fairfield and Festival Halls, and last Monday she made what must have been one of the youngest debut solo recitals ever in the Purcell Room, with pianist Keith Swallow.

The slow Preludio of Vivaldi's Sonata in B flat, her opening piece, is not the easiest way to start a programme, but it was played with a sense of line and a repose which was to characterize the slow movements throughout the evening. After Vivaldi came Brahms's Sonata No 1 in E minor Op 38; the trio section of the Allegretto quasi Menuetto could perhaps have been a shade more expansive, but the alternating sighing phrases and rapid jagged figuration of the last movement showed off playing that could be gently melancholic and bitingly savage within split seconds.

The Shostakovich Sonata in D minor Op 40, with which she ended her recital combined those qualities which make her for more than a flash-in-the-pan prodigy: a long-sighted feeling for form, a purposeful yet always lyrical underlining of the shape of every phrase, a careful preparation of every note—all backed by a technique sure enough to let the music seem to speak for itself and a sensitivity fine enough to give the speech beauty.

Theatre and education

Nuts, bolts

Andrew Bethell

It is likely that the average primary school does not expect too much from a Theatre-in-Education team. If the children are entertained and perhaps given some stimulus for creative work of their own, most would feel that they had had their money's worth. Theatre Centre, with their infant and primary programme Nuts and Bolts not only entertain with lots of old-fashioned fun and excitement but also raise such weighty issues as attitudes to work, authority, control and gender roles. Nuts, a programme hugely enjoyed by 100 infants, rather ambitiously follows on where 1984 leaves off and the silicone chip takes over. Sam (Siobhra Woods) is woken in her solitary living unit by a friendly robot Loudopeaker (Barbara Horne) and is then beamed across to the local automated cake factory. She and her fellow workers, two chatty robots, are controlled by "Tham" an electronic voice-over which, repressive only signs of personal initiative or enjoyment. Sam repeatedly protests at how lonely and boring life is in 2080, but to the audience it all seemed exciting, colourful and lively. They certainly complained, advised and abused the actors at all the right moments, but it remains to doubt whether they had thought much about what the future might hold.

The primary programme Bolts assumes that 10-year-olds can identify with a 15-year-old girl who wants to be an engineer. An inventive plot takes the girl back to Nazi Germany in order to save the day by learning how to diffuse the unexploded bomb beneath her school. It may easily have given a few of the budding macho East Enders an awkward moment or two. It certainly worked well as an entertainment, but I suspect that the way the issues were raised was more appropriate to a group of third year secondary school pupils.

Theatre Centre are right not to patronize their audiences, but they will need to give more thought to the difference between "talking down to" and "talking over the heads of". This means that, like teachers, TIE teams need to think more about how children learn. They may have to be stricter with themselves about exactly which issue they hope to raise and then identify the best way of locating that issue in the child's world.

What does LBS stand for?

There is no reason at all why the London Baroque Soloists should not play all Baroque and only Baroque music all the time should they so desire. But there is every reason why the London Boy Singers who share with them not only a set of initials but also a musical director and an increasing number of concerts should not.

The choir was formed under its first director, Jonathan Steele, at the suggestion and with the support of Benjamin Britten for the express purpose of covering a repertoire and creating a sound different and more varied from that of your average boys' (i.e. church) choir. Since those days, in nearly 20 years of their life, they have sung music of many centuries in many countries; they have sung for *Eurovision* and they have sung for *Barbarpopo*.

But for the past two years or so and including their Queen Elizabeth Hall on February 17 appearance they seem stuck in the Vivaldi, Purcell, Monteverdi groove where they go round and round and round. Their director, Roger Durston, (head of instrumental music for Berkshire) admittedly took over the choir at a low period and is still rebuilding the forces—but this is no excuse for boring his audiences, and it is beginning to seem like boys. Could it just be that an LBSBS is being born? A London Baroque Soloists Beckun Singers?

H.P.

arts

English eccentrics

Andrew Davies on a week's television

I started watching television this week before Stuart Hood could tear himself away but I must have seen a different *South Bank Show* (London Weekend). Russell Davies had metamorphosed Haydn's *La Speziale* into *Love and the Ice-cream Vendor* and as the programme moved through rehearsals-interviews-extracts-interviews and the librettist explained his problems, we saw his honest bearded face change from wide-eyed enthusiasm through knotty frowns to the bleak dawn of realization that maybe it had not been such a good idea after all. It is the lyrics you see: since each has to be repeated so many times, you can't be too witty, because there is nothing worse than a joke the sixth time round. What we did get six times round went something like: "On the tolly, Russell Horty, and his rival, Michael Parky, very nearly came to blows . . ." The South Bank Show seemed to have caught the spirit of the thing very well; although everyone had run out of things to say by the end of part one, they went ahead and said them all again in part two. But the opera sounded beautiful, and was sung and acted with enviable conviction.

Kenny Everett, who talks very fast and never says anything twice, returned in spanking form with a new addition of his video show (Thames). His is an endearing and wholly admirable talent, combining a reckless savoyard command of advanced television techniques with the random felicities of a drunk on an ice rink. Even his less successful notions (speaking from the belly, net of a whale, but wriggling blonde by courtesy of Chrome Kop) seemed worth a try. His moral stance is most appealing too: a clean cut, fresh faced, battened down, multi-sexual lunatic. There is delight and affection in his parodies too: he seems grateful to his victims for existing. Cruelty appeared only to his savagely accurate racist comedian, shot dead after the third joke. He can even find room for old Hank and the Shadows. What a humanitarian.

Another English eccentric formed the subject of the BBC Play for Today: That Crazy Woman. This was Dr Barbara Moore, who turned out to have been Russian all the time. Bill Craska directed David Hopkins's play with a bold and striking visual and aural style. Stirring pathetique music, genuine Gaumont British voices on the sound track, hard cutting between seductive long-lens film of the sturdy walker and studio close ups of her lotus-wrinkled old age (which made grossly unfair demands on the make-up department). Rather too many shock-horror close-ups of carrot juice bottles for my sensitive taste. But still it was exhilarating to see someone having a go for once. When everyone had settled down a bit, the nutty doctor spent most of the play telling her husband the story of her life, which he knew already. "I know!" he said. "I know, I know." (Could Russell Davies have had a hand in this script?) There were two fine performances by Zena Walker and Richard Butler, and the newsreel stuff was both original and successful, but finally the ploy wanted without satisfying one's curiosity about this modern Joan of Arc who was prepared, quite literally, to die for her own private parking space.

Robert Lowell: A Life Study (BBC 2) was an exemplary show, a rich, full, deeply satisfying hour on the box. Poetry is said to be the hardest subject for television treatment. Mainly, I think, the thing is to resist temptation: to use the camera to illuminate and comment on the words, rather than to set up a rivel display of fireworks. We began with Lowell's face, grey and haggard on grainy black and white film, speaking with rueful hesitant truth in this view of Lowell's his readers, but David Cl documentary did not over-emp it. He went on to sketch in L early life, dressing the contra the New England background its historical importance as poems (in Lowell's own tes illuminate the life, and the illuminate the poems. Wisely, he concentrated on the best work: *For the Union Dead*, *Graveyard of Nantucket*, *Life dies*. The friends, colleagues critics who talked about the and his poetry were happily c not a dud or bore among them, somehow their contradictory came together as a painting rather than a jigsaw puzzle. utills that supported Lowell's ings of "Man and Wife" (for the most moving of modern poems) were not intrusive enhanced its sobar brilliance.

Zena Walker as Dr Barbara Moore

The reader will have gath that I am a Lowell fan. As such I feel enormous gratitude for programme. I have no idea how came over to someone who h little or nothing of the poet would be most interested to kn

I must find space to bog Lansden, whose straight acting is one of our national treasures extricate himself from *Pig in the Middle* (London Weekend) in which he plays a eccentric baby-sitter Barty toro between the hardly-ing demands of a robot wife her tearny tiny tears girl friend last week's episode his took a sweaty in the following episode "I was referring to your p "Oh she wesn't there. She's

Robin Cousins makes ballet like mud wrestling to the unmoved eye. If only he could sing at the same time we'd really have to art form for the eighties.

Andrew Davies's play, "Jan opens at the Duke of York's theatre in London this week.

Explosive trappings

Heather Neill reviews Nigel Williams's new play

Trial Run. By Nigel Williams. Oxford Playhouse Company at the Young Vic.

Nigel Williams's award-winning play, *Class Enemy*, tackled questions about our education system and the class structure it reflects. Then he set his schoolboy characters in a classroom where they improvised lessons in tuco. Now his subject is racism and he places four (later five) hostages in the basement of Hounslow Woolworth's where the two Asian terrorists holding them improvise a trial. In *Class Enemy* there was an undercurrent of violence throughout; in *Trial Run* the suspense depends on the outcome of the rumbackle trial and the knowledge that an arbitrarily chosen victim is to be sentenced to summary execution.

How the terrorists arrive in the basement with these particular hostages—two young shop assistants, an ineffectual teenage security guard and a student from the LSE—and whether they meant this to happen at all remains [illegible] Julius (probably from underground) go to the Southall Defence Fund) their cases for vengeance, the younger gunman has a particular policeman to settle scores with; the older will be satisfied with shooting any representative of a society he sees as collectively guilty. The play ends with the younger terrorist, Gange, killed by police, the older attempting passive resistence.

But for all its explosive trappings, this is really a discussion play. What emerges is that there is an unbridgeable gulf between those who have suffered violent prejudice and those who have not; the former cannot be rational, the latter cannot understand why they are held to be guilty. This is made especially clear by the young student's vain attempts to understand his captors' case; his only solution is to quote the textbook case about proper channels of resistance which will eventually lead to revolution in the Third World. This has nothing whatsoever to do with being punched in the face in Southall.

Despite the easy anti-Thatcher jokes, there is an objectivity at work here. All the characters are muddled, all are blinkered, unable to break out of role, whether it is that of English bobby or Sun-[illegible] informed citizen. As in life, there [illegible]

Drama conference

There are still some places available for the National Association for the Teaching of Drama course 1 conference to be held at Queens College, Oxford, from March 28 to 30. The theme of the conference, the first since NATD was set up in early 1979, will be "Drama in the Eighties" and participants will examine the changing relationship between school and work and assess the implications for drama teaching. The main speakers will be Ken Robinson, who was a member of the Schools Council Drama Project team, and is currently working with the Gulbenkian Foundation on *The Arts in Basic Education*; David Logan, formerly education officer for the TUC when he contributed to the consultative document on the Arts, recently worked with Youthlid and is involved in a study of development in areas of high unemployment, and Michael Golby, lecturer in curriculum development in the education department at Exeter University. The conference fee is £6, full board and accommodation £29. Contact Peter Noel-Story, 26 Cannonble Lea, Madeley, Shropshire.

Fair Exchange for all

Timothy Ramsden on theatre for young people in Manchester and Bolton

In September 1978 Manchester's Royal Exchange Theatre started to make its expertise and sophisticated facilities available to young people. Discreet announcements in theatre publicity produced 200 applications, from which have emerged two teenage groups, divided into Saturday morning and Thursday evening meetings.

The 60 young people still involved seem to have approached the venture generally without preconceptions, though with a lot of enthusiasm. Improvisations have proved very popular; there is obvious appreciation of the opportunity to exchange ideas and to work imaginatively with other young people.

They recognize and value the chance to use the Exchange's complex equipment. The organizers also see this as their distinctive feature of the Workshop. Apart from talks by theatre staff, practical help is available and there are plans to integrate Workshop members more closely with the theatre's productions.

Since Christmas the more experienced Thursday group has been evolving through improvisation a production of its own called *Money Matters*. Typically, this is directed by both the Workshop's teacher-leaders and an Exchange director. Technical advice is on hand, but otherwise the show's lively and often skilful standard comes from the young people. Live theatre can too often be deadly; most impressive about the work at the Exchange are its energy, enjoyment and honesty. No stagey chicanery is concealed up these performers' theatrical sleeves.

The Bolton Theatre Appreciation scheme, in operation since last April, is run by the Octagon Theatre. Eventually, they hope for a children's theatre by their own premises, but meanwhile the work continues in a 90-seater hut a mile away. There is a Tuesday evening group, a less sumptuous version of the Manchester scheme, but the greater part of the work consists of schoolchild programmes bookable by visiting parties.

Some of these have involved participation. Others have been specially devised programmes performed by Octagon actors. These have covered examination plays in the main house, wider aspects of theatre, such as styles of comedy, and more open sessions, including one aimed at helping immigrant children with language problems. The company express willingness to devise programmes to suit the needs of schools in the region who would like to use their services.

The central aim is to improve the quality of theatre audiences in the region for the future (and I suppose what current theatregoers think of that?), "Alas for any progress hopes, at the show I visited, called *Actors on Acting*, but more concerned with styles of playing and of playing—a purposely linear form elicited most interest, while strong documentary drama was felt by most members to be the most monotonous by the audience. Indeed, the whole session seemed less assured in the relation between children and leaders than at Manchester. Of course, Bolton is reaching more widely than the Manchester group in the Exchange, and if participation seems to mean more interest than learning, this surely is not wholly bad.

Opera in Bristol

Barry Still

Bristol has a deserved reputation for [illegible] and the University Opera Society has that it served the cause well by staging at the grammar school David Selwyn's The Rocking Steed, his third opera.

Meals are a regular feature in Selwyn's work, and the setting here is a picnic outing, while the stage represents the careful balance in which human relationships stand, especially in seemingly everyday situations. The episodic nature of things leaves the way open to reflection upon weightier, universal topics—for instance, the quartet on "all times long pass"; and references to ancient pieces are in spirit, with "personal contacts as "intangible touching place".

Selwyn moves convincingly from reflective concerted numbers to a more conversational style concerned with the petty actions; the orchestra (a sixteen ensemble) was directed with commitment by Andrew Mogwilla) commenting and supplying a linking texture. Selwyn can [illegible] combine a developing [illegible] with attractiveness, instanced in his own attractive and affecting libretto. True, there are echoes of Tippett and Britten, but Selwyn's is an individual voice with canon and fugue and the use of cross-references growing naturally from the material. The effort needed to listen to attention well repaid.

Leading the even cast were Marion Ashton and Andrew Shore as mother and son. Peter Atkinson (his boyhood friend) and Susan Weaver (the young lady), who Margaret Smell as "Aunt Vera" gave devoted, well-etched support.

The production by Robert Carsen was clear and unfussy, yet with many felicitous details which highlighted those of the personalities, especially as emotions, in the British manner, are often left unexpressed in words. This is a work that should be performed beyond the Avon, certainly at other universities, and before an even wider public.

Art worlds

Two worlds of art have recently become rediscoverable in paperback from Duckworth and Thames and Hudson—in remarkably [illegible] formats and at interestingly comparable prices.

Duckworth's The Classical Tradition in Art (£5.95) by Michael Greenhalgh, lecturer in the History of art at Leicester University, is "what is Classicism?" and traces the movement from the fall of Rome to Ingres and the subversion of the Classical tradition. Despite the glossy, coloured cover the illustrations are all in black and white.

Thames and Hudson's The Legacy of Germain Bazin, a new revised edition in their World of Art Library, costs £2 less and has 16 colour illustrations. But, of course, it is in many ways more a museum catalogue than anything else; the inside story is written by the conservateur-en-chef honoraire of the Louvre himself.

books

Lingo

To have set up as a pundit in the English language is to have encountered the desperate pleas of readers and dearers for reassurance about Right English. What, they demand, may be considered correct, and where and when and how is it to be found? Surely, they beg, there was a time—there must have been a time—when the English language was pure, pristine, uncorrupted? Surely there is—there must be—some authority, some ever-present help?

Clearly the *OED* will not suit. Recording Angel rather than Judge, Fowler, even revised Fowler, is too snooty, too recondite, and too unsteadily set, while Gowers is sometimes frivolous. But could it be that, at least as far as written language goes (and few of the hungry sheep admit differences between right-written and right-spoken English, *The Times Style Book* of 1970 with its later *Addendum* is the Barty toro between the hardly-ing demands of a robot wife and her tearny tiny tears girl friend last week's episode his took a sweaty in the following episode "I was referring to your p "Oh she wesn't there. She's

Robin Cousins makes ballet like mud wrestling to the unmoved eye. If only he could sing at the same time we'd really have to art form for the eighties.

Andrew Davies's play, "Jan opens at the Duke of York's theatre in London this week.

Ideological odyssey

Gillian Peele on Norman Podhoretz

Breaking Ranks. By Norman Podhoretz. Weidenfeld and Nicolson £7.95. 297 77733 5.

Norman Podhoretz is the editor of *Commentary*, a journal of opinion published by the American Jewish Committee, and a prominent pole-mic in the United States. As a prominent member of that group of assorted academics, writers and politicians now known as "neo-conservatives"—though he dislikes the label—Podhoretz delights in challenging the ideas of the left on a whole range of issues from foreign policy to literary criticism. On occasion the left has reacted violently to Mr Podhoretz and it gave grave exception to one of his earlier works, *Making It*, which had nothing to do with sexual conquests but was an attempt to expose the left that deep in their souls most American writers, harboured a dirty little secret "because they were ambitious for fame and recognition.

This new book takes the form of a political memoir and is an account of how Podhoretz became such a controversial figure in the world of Manhattan intellectuals. It is also his own ideological odyssey from liberal anti-communism through a brief flirtation with radicalism to a final position of outright hostility to the works of the "New Left" and the so-called "counter-culture". Podhoretz knowledge over a dozen breaches of *The Times*' rules, and, probably, since Times English is not my English, more. Its purpose is to demonstrate the similarity of interest between the questing public and what emerges as an at least unconscious intent of *The Times Style Book*.

My paragraph is not illiterate. If it could not have been written by a literate person, *The Times Style Book* would not need to exist. Far an important purpose of Times English is to differentiate by means of language between, not the elect and those in outer darkness, but between the elect and the not-quite-quite.

This may fairly be inferred from the booklet's substantial emphasis on modes of address, for it is essentially by mastery of minutiae in this field that inner and outer circles are set apart. There are those who note and care that "Countess of Snowdon" has commas before and after, that "Lord Ted Willis" is on "absolutely impermissible" description. Those who have suspected that the Church of England may not be in the closest possible touch with this messes will be confirmed in their view on learning the importance of referring to retired deans as "Rev." only, and archdeacons as "Ven." only when in office; thus is equality averred, inequality sub-

'Times style'

stantiated. True, it might be pled that here *The Times* is only following the wishes of the title holders, a plea supported by the discovery that Dowager Duchesses are entitled according to preference and their Viscount and Viscountess Newry, who wish to be known as Mr and Mrs Richard Needham, may be. But it is refuted by the fact that no woman who wishes to be entitled Ms may be so called, which I think discourteous.

The limitad use of *The Times* guidance for outsiders is equally indicated by the high standard of education needed to profit by it. "Where the termination of a verb has been formed directly or by analogy from the Greek aorist, or its Latin adaptation—*iscare*, it is usually right in English". "*An* is to be used always before unaspirated *h*." "Care must be taken to give French, German, Spanish, Italian and Ancient Greek words their proper diacritical marks." (But I found it ever so useful to learn, for sure, that there is no accent on *Notre Dame*.)

It might seem odd, after so much nicety, to accuse *The Times* of insufficient rigour, yet so I will in some matters of punctuation. In its use, or, rather, attempted non-use of commas and hyphens, *The Times* has gone overboard for modernity, often with a coarse disregard for style and even sense. The uses of the comma may be infinitely subtle (as readers of A. V. Carey's fine monograph on the subject have learnt), and *The Times*'s slavishly fashionable omission of a comma after "Ibsen" in the last paragraph betrays its insensibility. On the hyphen the *Style Book* tries hard, but not, when the pudding comes to the proof, hard enough; such a phrase as "A Tournai shaped oval dish" (Feb 5) is not uncommon.

But even the Word has its source, and *The Times* is, in all humility, prepared to refer its writers elsewhere: to Debrett, to the *Extra Phonemic*, And in the context of mute e s we are referred, as is proper, to a source that does not exist, which here is called the Oxford Dictionary. There is hardly one of the Oxford Dictionaries that it might not be useful, for some purpose, to consult, but which one is intended by this singular wo cnn only guess.

What shall we gain, what lose, if we write Times English? Should we praise it or deplore?

We have no need to praise Times English, for this *The Times Style Book* does for itself, whether casually ("There is a commendable bias in *The Times* against the use of capital letters") or judicially, as in the Editor's Foreword: ". . . calm and judicious . . . clear, to the point, impartial and sensible . . .". And so, in *The Times*, it is.

But for the hungry sheep outside, Times English is not the sought-for pasture, and for any outsider deliberately to use it would be linguistic suicide. In language at least we must be protestant, our style ourselves, our uses of language, our own self-expression, and to try to conform to the near-immutability of even such heavenly rules as these must cutoll in language, which means in thought, suggestion. And indeed *The vary Times*, if generally proud to rest on its rules, is not incapable of rouding itself and shaking its invincible locks. By its best writers, and this includes its leeder-writers, the rules are not infrequently and almost always advantageously broken."

Marghanita Laski

Red lady

Pierre Watter

Alexandra Kollontai: A Biogcophy. By Cathy Porter. Virago £12.00. 86068 013 4. £4.95. 014 2.

Ms Porter's solid, workman-like biography of Alexandra Kollontai (1872-1952) breaks with the conventional representation of the Russian revolution as an essentially male affair in which women figure in Milnotic style, "for the revolution in him". Her account of Kollontai's home circumstances and education, their setting in contemporary Russian social and cultural events, and their formative influence on the development of her character and capacities is thorough and objective.

The work is a chronological history of a person remarkable not merely for her talents and capabilities, but also for her virtually unique understanding of a basic feature of the revolution. She believed that, in order for it to be radical in human terms, it required an accordant change in human nature. This, far from coming about automatically in its wake (as most of its leading personalities, male and female, believed), constituted a determining condition of its success and was thus an essential aspect of the revolutionary struggle *ab initio*. Such a change at bottom argued a radical alteration in the relations between men and women; and to conceive of this it had first to be admitted that women suffered an additional form of oppression peculiar to themselves as women.

The elucidation of this was Kollontai's particular contribution. Though Ms Porter shows that this understanding derived in part from Kollontai's personal experience of the virtual impossibility of reconciling the demands imposed by her need for independence as a woman with those imposed in the given circumstances by her need for love and security in marriage, she commendably does not treat it as a psychological quirk.

Kollontai committed herself to the revolutionary struggle, let alone to the Bolshevik view of it, only slowly and hesitantly, after protracted studies and discussions in Russia and abroad. Once committed, however, she proved herself invaluable as a writer and agitator of indefatigable industry, something for which her long years of preparation has given her exceptional intellectual resources. By 1917 her views had so changed that she alone of the Bolshevik Central Committee fully endorsed Lenin's *April Theses* in which the seizure of power and socialist transformation of the State were first made the immediate Bolshevik goal.

Following the seizure of power, her differences with Lenin and Trotsky became increasingly marked. They centred upon two matters. There was the position and role of women, which to Lenin and Trotsky was of no intrinsic interest and of no relevance to the establishment of the socialist state, for all their abstract assertion of the equality of the sexes. And there was what to her and other members in the Workers' Opposition constituted the abandonment of the libertarian, democratic principles of socialism, in favour of expedients to preserve the state, viz. the Party in power, once the spontaneous independent activity of the generality conflicted with the requirements of its self-preservation. That the two are connected as instances of the persistence of the autocratic and competitive attitudes and mores engendered by private property was clear to Kollontai, and Ms Porter is to be thanked for rescuing this insight.

Kollontai's command of languages (she spoke 11), her tact and abilities as a diplomat, her familiarity with Western culture, her charm and elegance, made her useful to Stalin, and enabled her to escape the fate of so many other one-time leading Bolsheviks. Much of the remainder of her public life was spent "in diplomatic exile" in Scandinavia.

Among this week's contributors:

John Gilbine is the author of *This Shaking Earth* and *Weather*.

Michael Marshall is Bishop of Woolwich and author of *Glory under your Feet*.

Gillian Peele lectures in politics at Oxford.

Neil Philip is engaged in research on the novels of Alan Garner.

John Vaizey is Professor of economics at Brunel University.

Disclosures to a Stranger

Adolescent Values in an Advanced Industrial Society

TOM KITWOOD

How do those who are labelled 'adolescent' conduct their lives, and what are their values? This study is amplified with a great deal of illustrative material and many detailed observations. *Social Worlds of Childhood.*

0 7100 0463 X £11.50

Violent Criminal Acts and Actors

A Symbolic Interactionist Study

LONNIE H. ATHENS

Foreword by Professor Herbert Blumer.

Based primarily on interviews that the author conducted with 58 violent offenders, this study presents a radically new view of violent criminality. *International Library of Sociology.*

0 7100 0342 0 £6.50

Inequality, Crime and Public Policy

JOHN BRAITHWAITE

This study is concerned with two policy questions. First, will policies to redistribute wealth and power have effects on crime? Second, will policies to overcome the residential segregation of social classes have effects on crime?

0 7100 0323 4 £10.75

Caring for Strangers

DAVID WATSON

The author introduces students of social studies to ideas in moral, social and political philosophy which are useful in assessing social policy.

0 7100 0390 0 (cloth) £7.50
0391 9 (paper) £3.75

Zen and the Bible

A Priest's Experience

J. K. KADOWAKI SJ

Father Kadowaki was brought up within a Zen Buddhist background, and later baptised a Christian. In a unique position to bridge the gap between Western and Eastern religion he offers a timely, instructive suggestion for the spiritual life.

0 7100 0402 8 *paperback* £3.95

RE-ISSUE

How Greek Science Passed to the Arabs

DE LACY O'LEARY

First published in 1949, this pioneering work is now reissued. The book outlines a real need in giving a compact account of a period which is of the first importance to the history of science.—*Nature*

0 7100 1903 3 £5.95

Routledge & Kegan Paul
38 Store Street, London WC1

RKP

books

A shock to the system

John Gribbin reviews a new study of natural disasters

Disasters. By John Whittow. Allen Lane £8.95.

There is an important message hidden in this book, but it is so well concealed that much of the potential impact is lost. At face value, we have a weighty text providing a great deal of information about natural disasters (earthquake, flood, drought, volcanoes and the like) and deliberately avoiding entanglement in the debate about such potential global disasters as a runaway "greenhouse effect" or destruction of ozone, which might result from our own activities.

The trigger which set the author off on his theme was, we are told, "the disastrous year of 1976", when "earthquake shocks, volcanic eruptions, tsunamis, hurricanes, floods, blizzards and droughts combined to give the impression that the earth *was* in turmoil, and that the day of reckoning was at hand". Given this *raison d'être*, it is unfortunate that it has taken four years to get the book in print; but the second, almost hidden, justification for the book makes it of much more immediate importance.

It seems that the Earth is sometimes convulsed by bursts of activity of the kind which hit us in 1976, separated by several decades of relative quiet. Whittow quotes the work of Professor Don Anderson, the Californian who sees significant relationships between phenomena such as earthquakes and changes in the atmospheric circulation of our planet, and who has studied in some detail a period of unrest at the turn of the last century which saw "rapid climatic change, changes in the drift pattern of the magnetic field and changes in the explosive volcanic activity of the earth. Between 1897 and 1914 there were 71 earthquakes of magnitude greater than 8 . . .", and, of course, Krakatoa exploded at the start of this 17-year long period of terrestrial turmoil. . . .

Making the link with the events of 1976, Whittow seems to be hinting that we may have seen the beginning of a similar period of turmoil, bringing more earthquakes, volcanic outbursts, and perhaps associated climatic changes. If he had had the courage of his convictions and come out strongly with this as the theme for his book, he could now be basking in the success of his "forecast", following two recent earthquakes in San Francisco, one "once in a lifetime" shake in the north of Britain, and a scattering of other disasters worldwide. As it stands, though, 1976 Tashkent earthquake, he throws in the comment that although "the link is a very tenuous one, how do we know that the man-made earthquakes [from a Russian nuclear explosion shortly before] did not trigger off the Tashkent tremor?" As I recall, it is not usually part of the scientific method to assume that lack of a definite disproof of a theory automatically justifies the theory, however wild it may be. Perhaps Whittow is not familiar with Occam's razor.

Houses disappear in flames as lava from the erupting volcano on Heymaey, south of Iceland, flows over the capital town in January, 1973.

Disasters is a book without a strong theme or message, merely a compendium of past disasters which might leave the uninformed reader thinking "yes, but so what?".

Such a reader would surely be disappointed with the book as "entertainment", if that is the right term to use in describing such horrific material. The author is senior lecturer in geography at the University of Reading, and he writes chiefly in a sober and academic fashion which reduces much of the drama from what is, in many cases, very dramatic material. Other geographers would find the book an entertainingly light read; non-geographers would probably find it sober and heavy, in both senses of the word. To find such constructions as "In conclusion it is noteworthy that . . . (in the *middle* of a chapter, even!) and "from the foregoing description of contrasting degrees of surface settlement it will be appreciated that . . ." is a distinct turn-off for the casual reader. So the book must be judged on its merits as a semi-academic work. And in these terms it scores highly.

Inevitably, in covering such a wide range of topics (albeit related topics) the author spreads himself thin, and the discussion of plate tectonics, for example, is disappointingly superficial. He also occasionally swings from his normally sober approach to the wildest of incautious comments, as when, describing the eruption of the Heimaey volcano in January, 1973, he comes out with the comment that although "the link is a very tenuous one, how do we know that the man-made earthquakes [from a Russian nuclear explosion shortly before] did not trigger off the Tashkent tremor?" As I recall, it is not usually part of the scientific method to assume that lack of a definite disproof of a theory automatically justifies the theory, however wild it may be. Perhaps Whittow is not familiar with Occam's razor.

That said, however, for anyone with a little scientific background (say O level physics) *Disasters* offers a wealth of information about the workings of destructive forces on our planet, with many photographic illustrations, good diagrams and tables and a useful list of references. All this is presented at a very reasonable price—given the size of the volume—and the inevitable Penguin paperback will be excellent value for anyone with an interest in geography or the workings of the Earth, its oceans and atmosphere.

If you are looking for entertainment, though, the theme is better covered by Basil Booth and Frank Pitch in their book *Earthshock* (Dent, 1979). And the omission of anything on man-induced global disaster is unfortunate—having gone this far, why not get everything between one set of covers?

Paperbacks

Power to the people

Michael Marshall selects Lenten reading

Four books whose publication happily coincides with Christian Book Week (February 26 to March 4) appear also at the outset of the season of Lent, which many people try to tackle at least one book in an effort to give content to their faith and to extend their understanding of Christian commitment in the contemporary world.

Certainly that is one aspect of the challenge which Angela Tilby raises in *Teaching God* (Collins/Fount, £5.95), a book which should be read by all who are involved in religious education in schools, written from the "teaching angle of a Bristol broadcaster, and also in the light of her own religious commitment and training in Christian theology" (Simon Smart from the Preface of the book). The book is a must for all involved in the work of religious education in schools, though it will infuriate many and challenge all. But it is, perhaps the last part and especially the last chapter which are most likely to have more far-reaching implications.

Here at last is a lay person who has a grasp of theology and its place in the church and therefore in society. Here is someone who sees theology outside the weary and rather tedious present situation in the English ancient universities, who can write and who can communicate. Can we look forward to some more first-class writing from a woman theologian in her challenge to the churches to form a Christian mind and imagination among Christian laity today?

In many ways, Aelred Squire's *Summer in the Seed* (SPCK, £3.95) is just the sort of book which fires the imagination in a theological direction, taking the great themes of belief and spirituality and borrowing from a vast treasure of writers and thinkers, both ancient and modern, in order to fill out the grain of seeds sown in different languages and [illegible] theologies.

However, the style of this volume is unpolished, so much so that a first reading one is tempted to suppose that the Norwegian parish priest of Lillehammer is suffering from the weaknesses and limitations of a specialist. But what is for us it is not an easy book to read, and that is a pity, because it deserves wide attention from clergy, especially spiritual directors, as well as laity.

Each year the Archbishop of Canterbury writes a preface to a book which comes to be known as the Archbishop of Canterbury's Lent Book. This year the book is Square Words In a Round World and the author is Eric Kemp, Bishop of Chichester. (Collins/Fount; St Association with Faith Press, 95p).

This is a little book on the price (under 90 pages of script) presenting the major themes of the Christian faith and life—creation, sin, the church, prayer, communion, etc—and inviting further reflection upon them. It feeds the mind, the imagination, but its clear presentation, with several illustrations and homely examples, brings colour to traditional themes.

Pilgrimage of Peace: The Collected Speeches of Pope John Paul II in Ireland and the United States (Collins £5.95) is a glossy large format [illegible] 60 [illegible] coloured photos of his tour, with the speeches set out in chronological order. The book is almost exhausting to read: 36 just 10 days of travel the Pope delivered nearly 80 speeches, addresses and homilies on almost every aspect of life today. The passages range from the massive speech to the United Nations to the euphonic address to the black parish of St Charles Borromeo in Harlem; the addresses seminarians and religious; he exhorts the bishops of the United States; he throws bouquets to the journalists on both sides of the Atlantic; he has a special word for young people.

There is nothing new, but there is much which is exhilarating and even exciting. Theologians and critics will find much to challenge and question, but by the time you have put the book down you will be left in no doubt about the great spiritual (and even physical) energy and power of the man.

Decline and fall?

John Vaizey on British industry

British Industry Between the Wars: Instability and Industrial Development 1919-1939. Compiled and edited by Neil K. Buxton and Derek H. Aldcroft. Scolar Press £18.50. 85967 383 9.

This interesting and important new book is a collection of essays by a group of economic historians addressing themselves to the question of what happened to British industry between the two wars. This question is, of course, interesting in itself as an exercise in historical enquiry. But it is also relevant, first, to the question of the validity or otherwise of the historical myth that the inter-war period was one of stagnation which was part of the total relative decline of the British economy compared with other countries, and which started some time in the late nineteenth century; and, second, whether or not, as Lord Maddor has recently urged, there is something to be learned from the experience of the thirties which is applicable today.

The main outlines of the story are not in dispute. The over-valuation of the pound caused by the return to the gold standard, followed by the intensity of the international slump in the early thirties, knocked many old industries for six. Since these industries were heavily located in places like South Wales and the North-East coast, there was severe, damaging long-term unemployment which even today has not been fully dealt with.

At the same time British divided into two nations, because in the areas around London and the Midlands there was not only a tremendous housing boom in the thirties which created the semi-detached suburbs in which so many people live today, but also a substantial growth of new industries mainly based on electricity and the motor, and light consumer goods, which provided employment and a rapidly rising standard of living for virtually the whole society. This was achieved behind some tariff walls, and the falling prices of the period ensured rising prosperity for those in work. Thus the inter-war years were a period of complexity and were not the uninterrupted tale of misery which has become part of historical myth.

It may be said in parenthesis that the same, of course, applies strongly to the postwar period, and even in the current year, 1980, prosperity and relative decline coexist in a remarkable manner. The world is a very complex place.

What this book seeks to do is to examine whether or not it is true to say that the division was between the old industries on the one hand and the new industries on the other. That is to say, had we gone more wholeheartedly into the new industries and run down the old industries more rapidly, would experience have been different—though this is not a question that the authors ask explicitly, it clearly is one which is of great relevance to contemporary issues.

The answer is, as far as I discern it, partly yes and partly no. There is no doubt that the extraordinary growth of the new industries and new consumer products and technologies played a major part. I think incidentally that those who regard the over-investment in housing in the inter-war period and also in the postwar period as leading to industrial stagnation are misleading themselves by a categorization.

If the object is to make us more satisfied with the way we still remains the case that the British are among the best of nations in the world, and that the fact that this does not stand up show up in the comparisons of levels of living between us and Continental neighbours tells something about the way the comparisons are done rather than the actual economic performance.

The authors show, however, that the firms in the declining industries had a very varied experience. This is for several reasons. The industries are themselves, of course, artificial conglomerates. Iron and steel covers an enormous range of activities, as does iron and steel. It was perfectly possible that some parts of the steel industry should be prosperous, while those parts of the steel industry serving the declining shipbuilding industry were very unsuccessful. One may even question whether the steel industry proves that what was wrong was really a managerial failure, which was very early identified by the much-maligned Norman, and also by that arch-crook, Clarence Hatry. Both of these masters managed to defend that they have indeed done successfully since the end of the last war.

The book seems to come down on the side of a fundamental question about successful and unsuccessful firms. Keynes himself thought that fortunes were made in declining markets, and by extension this applies to declining industries.

Turning (as the authors probably do not) to contemporary lessons to be drawn from the interwar experience, it may well be that a rapid closure of large sections of our obsolescent steam railways, motor cars—could provide with a tremendous impetus to growth of the bits of those industries which are left. This, with the obvious need for investment in industries and services which clearly on the threshold of substantial increases in markets and technological advance, could provide the obvious strategy for a prosperous growth in the next 20 years. Whether or not this needs a positive government intervention in the general tariff is not really at issue here, but it is clear that the process of industrialization which is made that the industrial revival in the thirties was due to the adoption of a general tariff is, according to the authors, false.

Geschichte

Martin Fagg

A History of Germany. By William Carr. Edward Arnold £6.50. 7131 6240 6.

[illegible] of a book first published in 1969 incorporates modifications in Dr Carr's original text made necessary by what has proved to be an almost overwhelmingly rich decade in the study of modern German history. Fresh research into innumerable aspects of Wilhelmine Germany, the Weimar Republic and the Hitlerian Reich have enforced scores of reappraisals.

The support of the great industrialists, for instance, once thought ancillary to Nazi success, is now seen to have been indispensable to it; a point made with truly Wagnerian length, power and sinuosity in Visconti's film, *The Damned*. Dr Carr makes curiously brief reference though to the highly influential writings of Fritz Fischer, whose *War of Illusions* argues a far more incontrovertible case for German guilt in the First World War than the [illegible] seems to acknowledge.

Chekhoviad

Chekhov: the Dramatist. By Sergei Mogarchack. Eyre Methuen £4.95. 413 46490 3. £2.95. 413 46490 3.

The qualities that won this book such a high reputation on its first appearance in 1952—its penetrating tracing of the birth and development of each of the major plays and the subtlety of its analysis of their form and effect—remain resilient all the more, perhaps, as Chekhov is notoriously an author of nuances, of large effects evaded in the most economical of means. The usefulness of the play-by-play Mogarchack's work, English and good again drawing the reader or spectator's attention to those allusions and cunning crosses-reances they might otherwise have escaped detection.

Chekhov suffered in his life-time and has continued to suffer from humourly from gross misinterpretation of his dramatic motives and intentions. Mr Mogarchack's persuasive but unprescriptive study is an indispensable guide in correcting emphasis in the exposition of the plays.

books

Children's literature

Inside the labyrinth

Neil Philip

Wings for Icarus. By Hans Baumann. Dent £4.95. 460 06918 7.

The Lily and the Bull. By Moyra Caldecott. Rex Collings £4.95. 86036 067 9.

Young Man of Morning. By Kenneth Lillington. Faber £4.50. 571 11421 0.

Crows in a Winter Landscape. By Colin McLaren. Rex Collings £4.95. 86036 114 4.

The Yonderley Boy. By Brian Morse. Glover and Blair £4.25. 906681 01 4.

The minotaur, part man, part beast, part god, lurking in the shadows of a coiling maze, image of the mind of the archtypal artificer Daedalus, is a potent symbol. He broods, seductive and repellent, in the attics of Picasso and the work of Michael Ayrton, animal guilt made manifest at the dark centre of the brain.

He remains unseen, off-stage, in Hans Baumann's deft retelling of the stories of Icarus, Daedalus, Minos and Theseus, but he holds the story together, drawing every thread of narrative into a secure knot at the centre of his labyrinth till Theseus need only follow the straight line of the author's intent, and could forget his own silken trail.

Baumann has concentrated much thought and much passion in *Wings for Icarus*, and has achieved a rare balance of mystery and simplicity. The final blending of the images of fish and bird in Icarus's fatal descent is simple, obvious even, yet it is immensely powerful, as the culmination of a narrative which concentrates on human relationships but draws its tension and its momentum from a complex and subtle symbolic layer which gives everyday reality an epic, ominous quality.

Icarus's fall is seen not as an act of hubris, but as an expression of his individuality, a kamikaze gesture against the sterility of Daedalus's science. Daedalus, a schemer, a dreamer, a ruthless narcissist trapped in the complexities of his own imagination, is tremendously drawn, in the most original and satisfying classical retelling, or rather reworking, for years. Anthea Bell has translated the book into spare, subtle, deeply felt prose; although translated, the language of *Wings for Icarus* is more supple and expressive than that of any of the other books under consideration.

Quite how good *Wings for Icarus* is can be seen by comparison with Moyra Caldecott's sentimental, superficial *The Lily and the Bull*, which is also set on Minoan Crete, or a simulacrum of it. The story, in which two young lovers, Ieril and Thylasa, with the help from a mysterious priestess and various luminous beings from "the Spirit Realms", save the people of Ma-li when the crazed queen Nya-an profanes the sacred rites of the bull and precipitates a volcanic eruption, is contrived to illustrate the "eternal truths" which the author wishes to promulgate; consequently, the "truths" seem hollow and the story ludicrous. Baumann's "message" and his story are one.

Moyra Caldecott is obviously sincere in her attempt to preach a mystical religion of "Wholeness and Oneness", but both *The Lily and the Bull* and her *Sacred Stones* trilogy are as dull as all theosophical tracts. Her beliefs are not left implicit, to be inferred by the reader, but tirelessly reiterated, in language which impresses by its earnestness but not by its delicacy. The mysticism is given no sheet-anchor of reality, either in the characters or the setting, and hence seems over-blown and irrelevant, unconnected with the concerns of real life. Baumann's mysteries are unspoken, but embodied in his characters' relationships, and in the fierce inevitability of their story.

Young Man of Morning is also set in the classical world, and centres round the battle of Thermopylae. Although the writing recalls Mary Ray and Mary Renault, Kenneth Lillington has gifts of his own which make the book far from a conventional, unoriginal, wholly historical novel which it might appear from a casual glance. Lillington understands, and communicates, something of the complexity of human motives, and his characters, the renegade Spartan sculptor Cimon, his brilliant pupil Philip and the gutterscolpe Lucy, whose healing powers transform him in the people's eyes into "the Divine Lukela", live and breathe. The historical background is skilfully convoyed, and despite some uncertainties of tone (for instance the arch final paragraph) the book reflects in its own merits the strength of the story it tells.

Colin McLaren's *Crows in a Winter Landscape*, a powerful, violent novel about a band of mercenaries in fourteenth-century Bohemia, takes a less well-known period and country for its setting, and makes little attempt to locate itself very precisely in either time or space. It is not a badly written book, but it is an unpleasant one.

It is a novel full of brutalities, both large and small, related in a tone which tries to be matter-of-fact and ends up simply callous. The narrative is relentless in its concentration, in incident and imagery, on physical violence, maiming, putrefaction and disease; a ritual genuflection to the power of compassion is unconvincing.

Written in a jarringly elaborate vorehulery, with a plot whose complexities cannot disguise the author's difficulties in drawing character, *Crows in a Winter Landscape* is all the more disappointing because Colin McLaren is clearly an able and inventive writer who, shorn of his crudities and encouraged to loosen the straightjacket of plot and allow his characters room to move, might offer that appallingly large group of reluctant readers, adolescent boys, something more than *Skullsland* in the Holy Roman Empire.

The Yonderley Boy goes even further back in time, to the Ice Age, where the boy-priest Kae patiently awaits the boy from the future who will restore to him the magical necklace of his office. Johnny and Daniel are lured more and more into his world, in a race against time to prevent the sinister Charles Madge from appropriating the necklace for his own uses. An exciting story, full of good ideas, the book is marred by some extremely wooden characterisation of adults, and by a falsely dramatic note which sounds in much of the dialogue, as if the reader won't understand that the events related are mysterious and frightening without being told. The book is reminiscent of the work of John Gordon, without his panache or his ability to balance oppression and relief on a knife-edge of suspense.

A matter of course

W.E. Marsden on geography

Curriculum Planning in Geography. Norman J. Graves. Heinemann Educational £3.50. 435 35312 8.

Professor Graves's new methodological text is welcome in filling the gap between his more theoretical *Geography in Education* (Heinemann, 1975) and his more practical *Teaching in Secondary Education* (Geographical Association, 1971), which steers the discerning reader cleverly through the thickets of curriculum planning in geography.

This most recent book follows a logical sequence, of delineating the parameters of the curriculum development problem; outlining models for use both at the general level of course planning and the more specific one of lesson unit construction; the presentation of examples of course planning at the three main age stages of the secondary school (11 to 14; 14 to 16; and 16 to 18); and concluding with a discussion of aids to and constraints upon rational curriculum planning.

Although a very good example of its genre, one hopes this may be the last of the current line of general methodological texts and readings which, with the Schools Council project contributions, have been a growth industry of the 1970s, and a theoretical support which few other subject areas enjoy. There is now a superabundance of good ideas but this is not to suggest that all the foundation work is complete.

There is a need to sharpen the focus, to consider such specific questions as the use of language in the geography lesson, still to be addressed with real expertise; the generation of more sophisticated record keeping and assessment techniques, grossly neglected by many geographical educationists (though not, overall, by Professor Graves). Above all there is the problem of diffusing the excellent ideas found in such texts as Graves's through a much larger number of schools, bearing in mind the complexities of the packages being dispensed and the constraints facing teachers in the 1980s, to which the author alludes in his final pages. Perhaps he will further engage his unrivalled ranges of experience and scholarly talents in some of these issues.

Animals in focus

Wild, Wild World of Animals series. Island Life. Insects and Spiders. The Cats. By Eleanor Graves and Time-Life Television. Time-Life Books £3.95 each.

These are the first three of a series to be seen on television programmes to United Kingdom. At a cursory glance, one could dismiss them as superficial, but this would be a big mistake. The photographs are magnificent and the economical text is written in an easy and informative style.

It is exactly one hundred years since A. R. Wallace wrote his classic *Island Life*, and copies are now probably difficult to obtain. This present book, without going into great detail, sets out Wallace's ideas and brings them up to date. The book about cats is fascinating as is the volume about insects and spiders, a vast field to cover by any standards. Further reading lists are given and they are clearly indexed. More titles will follow in this series, and if the standard of the first three is maintained they will be worth watching for.

R. C. Vernoo

Hitting the target

F. W. Kellaway on mathematics

New Comprehensive Mathematics for 'O' Level. By A. Greer. Stanley Thornes £4.75. 85950 412 3.

Revision and Practice in Mathematics. By R. L. Bolt. Edward Arnold £1.40. 7131 0335 3. Answers £1.40. 7131 0364 7.

Basic Mathematics: Revision and Practice. By R. Elvin, A. Ledsham and C. Oliver. Oxford University Press £2.50 19 914072 3.

Revision Aids to Leaving Certificate Mathematics. By John Shortt. Helicon Ltd., Ballymount Road, Walkinstown, Dublin 12. £1.32.

Revision is the keyword for each work in this collection. Mr Greer writes that his book "is intended to be used as a revision course for those students seeking an O level qualification. . . I have included revision material on Fractions and Decimals in response to many requests".

There is wisdom here, for there can be little doubt about the need to build a sound understanding of mathematics upon a basic fundamental structure. Quite senior pupils, for instance, can be handicapped in the evaluation of a problem by calculus because of earlier weaknesses in algebra. They fail, for example, with an integral because they get their partial fractions wrong, because they fail to factorise an algebraic expression—and so on. The strength of the chain is, indeed, that of its weakest link.

Similarly, a breakdown in the solution of a problem in trigonometry or on transformation of coordinates can be traced to a failure to memorise multiplication tables in earlier years, while there is little merit in trying to find the mean of a frequency distribution if elementary principles of division are not understood and practised.

The range of a comprehensive mathematics textbook is such that one wonders whether a series of smaller books would not have a greater appeal, on financial grounds at least. Nearly 500 large pages for less than £5 may not be expensive in today's market, and Mr Greer is most thorough in the exposition of his text, and lavish with illustrative examples and sets of exercises. There are also many diagrams, full answers and an index.

The quality of this work, which is derivative from the author's well-known *Complete O Level Mathematics* is evident throughout. Even so, larger sales can be envisaged for Mr Bolt's offering. In 90 smaller pages (with answers in a separate publication) he briefly covers much the same ground. Only the terseest of introductions is provided to each set of exercises, which are arranged in appropriate topics. But there are enough questions to serve their purpose, even if not so many, or so well graded into different levels of difficulty as in the larger book.

The other two works are also commendable. One is directed towards examinations in England and Wales, the other to the Leaving Certificate in Ireland. The Oxford title is, again, largish, with theory mainly explained through fully worked solutions to model questions. Sets of definitions or rules for procedure also precede the vast array of exercises. The authors have aimed to "provide ample practice in the mathematical techniques normally required by middle ability pupils", and all the work appropriate to a CSE course is included.

Mr Shortt divides his book into three parts. The first breaks the course into 16 sections, for each of which there are definitions and formulae followed by typical examination questions. The second part contains the proofs of the required geometry theorems, and then there are model answers to the questions of part one.

All these books have a clear end in view and they do not; and all hit that target dead centre.

ukra

United Kingdom Reading Association

The purpose of the Association is to:

- Encourage the study of reading problems at all educational levels;
- Stimulate and promote research in reading;
- Study the various factors that influence progress in reading;
- Publish the results of pertinent and significant investigations and practices;
- Assist in the development of teacher training programmes;
- Act as a clearing-house for information relating to reading;
- Disseminate knowledge helpful in the solution of problems relating to reading;
- Sponsor conferences and meetings planned to implement the purposes of the Association.

JOURNALS

Reading—a journal for the study and improvement of reading and related skills, the official organ of the Association, is published three times a year.

Books in School—a journal produced jointly by UKRA and Edge Hill College of Higher Education, providing reviews and readability ratings of new British publications for schools; two issues per year.

Reading Education-UK—a journal concerned with the improvement of initial and in-service courses in reading and related areas; one per issue per year.

Journal of Research in Reading—published twice per year and principally devoted to reports of empirical studies in reading and related fields.

NEWSLETTER

Three times a year—informs members of local Association activities and up to date publications.

ANNUAL COURSE AND CONFERENCE

Each year UKRA holds a Course and Conference on Reading. This provides members with an opportunity to meet colleagues from other parts of the country and overseas to discuss common problems.

LOCAL COUNCILS

Organise evening meetings, one-day and weekend conferences. An additional fee is usually charged for membership of a local council.

Complete One Section Only (A, B, C or D) as appropriate.

SECTION 'A' Individual Members	
Membership of Association, incl. subscription to *Reading* and Newsletter	£6.00 ☐
Supplementary payment for:	
Books in School	£4.00 ☐
Reading Education	£2.50 ☐
Journal of Research in Reading	£4.00 ☐
Comprehensive membership of Association, including Reading, Newsletter, Books in School, Reading Education and Journal of Research in Reading	£15.00 ☐
SECTION 'B' Student Membership (Initial Training only)	
Membership of Association, incl. subscription to *Reading* and Newsletter	£4.00 ☐
Supplementary payment for	
Books in School	£3.00 ☐
Reading Education	£2.00 ☐
Journal of Research in Reading	£3.00 ☐
Comprehensive membership (as above)	£11.00 ☐
SECTION 'C' LIBRARY	
This does not include membership of the Association and is at the following reduced rates	
Reading	£8.00 ☐
Books in School	£6.50 ☐
Reading Education	£1.50 ☐
Journal of Research in Reading	£6.00 ☐
SECTION 'D' OVERSEAS MEMBERS	
Membership of Association, including subscription to *Reading* and the Newsletter	£7.00 ☐
Supplementary payment for	
Books in School	£5.00 ☐
Reading Education	£3.50 ☐
Journal of Research in Reading	£5.00 ☐
Comprehensive Membership of Association (as 'A' above)	£17.00 ☐
Supplementary payment for airmail postage, *per journal*	£1.50 ☐
TOTAL AMOUNT ENCLOSED	

* NAME .....

* ADDRESS .....

resources

Picture disc

CHRISTOPHER GRIFFIN-BEALE looks at the videodisc and its relevance to education

Although the market for home video equipment has been expanding in the past couple of years, after several false dawns in the 1970s, many people expect the real breakthrough will come with videodiscs, which should arrive in the United Kingdom next year—Europe's first videodisc pressing plant is presently gearing up in Blackburn.

As education is a fairly insignificant market for manufacturers when developing new technology, it has to make the best use it can of equipment initially designed for the domestic market. It can, however, as with the latest videocassette systems, reap the benefit of lower costs than were feasible when manufacturers paid more attention to the educational and institutional market.

Videodiscs offer superior hi-fi sound compared with domestic videocassettes, where slow and economical tape speeds seriously compromise audio quality. But whatever the system, the crucial characteristic of videodiscs is that you can only replay them, not record on them. For this reason caution is needed in predicting the discs value to education.

As a source of pre-recorded material, videodiscs should be cheaper, since they can be mass-produced much more efficiently, simply by pressing discs. Duplicating videocassettes involves not merely the cost of tape and cassette, but also replay from a master tape on to a bank of recorders. In the US, a complete recent movie such as *Saturday Night Fever* is available on Philips videodisc for from $20 to $24 (about £12), whereas comparable movies on cassette can cost £40. At under £400 in the US, the disc player is also much cheaper than a VCR machine on either side of the Atlantic (ILEA's £445 price for its VHS machines is an exceptional one-off deal).

However, the low costs of videodiscs depend upon mass production and conceals a high cost in making a master disc. Smaller runs are less economic, whereas with videocassettes the cost of replication is high but constant. Education will inevitably require comparatively small runs of material, so that the crucial question is: what is the cost of mastering a disc and what is the minimum economic number of copies? At the moment the technology is too young for any manufacturer to hazard a guess, and it is highly unlikely that even an institution as big as the ILEA, with its own videocassette duplication facility, could ever invest in its own disc pressing plant.

Out of a plethora of incompatible videodisc systems already developed, two rivals are nearest to the market place, Philips' VLP (Video Long Play) and RCA's SelectaVision.

Philips, in association with MCA, launched its system on a trial basis in Atlanta, Georgia in November 1978, extending later to Seattle. Great demand has been reported for the small supply of players and discs, but the system has not yet been on sale elsewhere in the United States. It is Philips, however, which is establishing the Blackburn plant and promises the first European videodisc launch, in the United Kingdom, in the first half of next year. Meanwhile, RCA has announced it will be selling its own system across the United States in the first quarter of 1981.

Before the war, Baird developed the first unsuccessful "videodisc", using existing 78 rpm technology to capture the low-definition television picture. But as the volume of electronic information in a modern colour television picture exceeds the capacity of existing microgroove audiodisc systems, new solutions are needed. Since the need for high-volume storage is similar, the technology of videodiscs can be adapted to produce super hi-fi digital audiodiscs.

In the Philips optical system, the video and audio information is stored as pits just beneath the disc's surface. The player reads the information optically by bouncing a laser beam off the underside of the disc as it rotates, and registering the deflections caused by the pits.

In the RCA disc system a stylus traverses a spiral groove, as in a conventional disc, but this contact is used only to regulate the system's tracking.

The actual information is coded as pits on the surface of the disc, which is made of conductive material, and the stylus reads the information by capacitance, sensing the changing strength of current as it passes over the pits.

Since the information on the Philips disc is below the surface and the laser beam is focused beyond that surface on to the pits, the VLP videodisc is impervious to superficial marks or dust on the surface. The RCA disc, however, needs such careful handling that it is provided with a special sleeve from which the player can automatically transfer it.

RCA, however, claims that its SelectaVision players and discs will be cheaper, since the discs can be pressed with existing equipment by simply loading the presses with conductive PVC. Moreover the RCA player incorporates less new technology. Philips' disc players need an expensive laser and the pressing process is extremely sensitive. Indeed problems with this new process and the unexpected rate of rejects, is reported to have accounted for much of the increase in Philips' disc prices. On the other hand, reliance on conventional pressing techniques may not be such an advantage. As Adrian Hope argued in *New Society* recently, the disc manufacturers have an appalling track record in pressing conventional records and will need to exercise, he estimated, 100 times greater skill in pressing videodiscs.

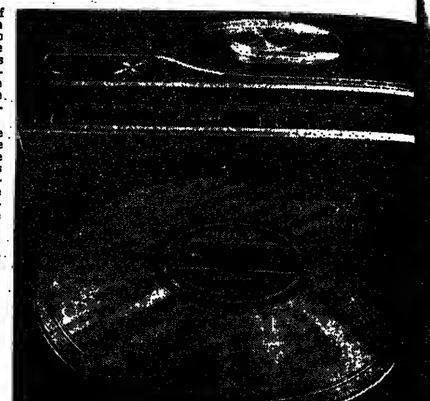
Educational users may be particularly interested—provided replication costs are tenourable — in whether particular systems can offer slow-motion or still frame. Although slow-motion, or fast-motion with visible pictures for searching and locating sequences, is slowly becoming available on some VCR machines, it can quickly wear out the videotape.

The Philips videodisc system offers both these facilities. For educational and home instructional discs a fast speed of 1,500 revolutions per minute limits the playing time per side to 30 minutes but means that one revolution equals one TV frame, which makes still-framing or slow and fast motion technically easy to accomplish. For entertainment discs where such options are superfluous but economy important, Philips offers an alternative version of disc, cramming an hour onto a side by increasing the speed of rotation as the laser beam moves inwards. This maximizes the use of the disc surface, as more information can usefully be stored in one rotation the outer rim of the disc is nearer the centre. The first player can handle both versions of the disc interchangeably.

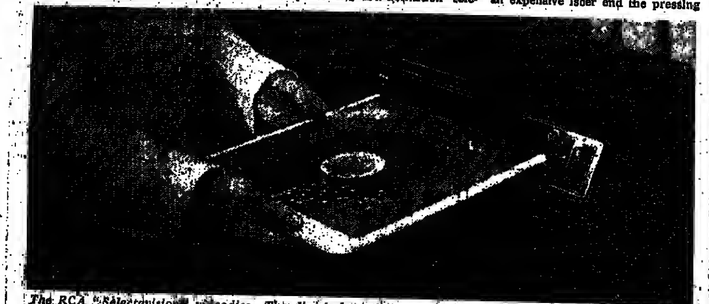
RCA offers a single disc system which is economical for the manufacturer but would require the addition of some kind of expensive slow-motion device to allow slow-motion or freeze.

Assessing the relative merits and prospects for these two rivals is easy. Philips now has Sony and several other Japanese suppliers and also—planning its entry into consumer electronics—IBM. It has just signed with CBS. Whether the systems' individual merits are the wealth of prerecorded material available on each, the advantage of Philips' association with MCA which markets discs and has access to the Universal Studios archive of titles, or if one tries to imagine how it would be if some audio LPs were only playable on some record players, it is easy to see that serious competition between competible systems could determine commercial prospects for videodiscs in general. (At least videocassettes, incompatible though not quite so serious, since each always record and play back on one's own machine.)

It can therefore only further confuse the market-end. Continued on back



The Philips videodisc player with videodisc in the foreground.



The RCA "Selectavision" videodisc. The disc is kept in a plastic sleeve which is inserted into the player. The disc is retrieved by returning the sleeve back into the player.

2" x 2"
COLOUR SLIDES
Thousands of slide sets for [illegible]

35mm FILMSTRIPS
Clearance stock of 10,000 Brand New Colour and B/W 35mm Filmstrips. Approx. £12 per dozen. Most subjects covered. Request List TE 35.

THE CLEAR VUE PROJECTION COMPANY
92 Stroud Green Road
London N4
WE SUPPLY A THOUSAND SCHOOLS

Beneath the gimmickry

by Nic[illegible]

How To Study, £5.95.
Get That Job £4.99.
Encyclopaedia Britannica International, Macmillan House, [illegible]

From the people who brought us Speedreading, both micro and micro come two course packs which, beneath the gimmickry, are actually rather useful.

Unfortunately, the format is not ideally suited to use in the 15 plus age group classes which could benefit from them. The core of each pack is a one-hour cassette tape, but one obtains (for a fairly hefty price) only one set of the necessary accompanying material. However, with a certain amount of improvisation teachers should be able to find ways of overcoming this difficulty.

How To Study is based on the teachings of Tony Buzan, author of the forthcoming *Your Brain Power* [illegible] trade. Most of the advice is intelligent common sense, authoritatively and systematically presented with a real feeling of sympathy for people's problems. Plan your time, both over [illegible] of contents, organization and structure; use markers, and perhaps marginal notations (not in library books, one hopes). Read in chunks of a size that you can handle; review each chunk and make a short rest before carrying on. There is helpful information on the mechanics of reading memory and so on.

Beyond this, *How To Study* introduces more controversial patent techniques. One is advised not simply to scan a book, but to read in four phases: "Preview, Overview, Review and Review". There is the Tony Buzan Mind Map—a strange method of diagrammatic note-taking for which wonderful claims are made. No doubt it suits some people better than others, which is the kind of qualifying statement one misses throughout. Also included is a basic outline of Buzan faster reading techniques, with references to books on Speed Reading.

It is clear that not all the material in the pack should necessarily be presented to pupils as received wisdom. The emphasis includes, for example, a fairly irrelevant and oversimplified version of Ornstein's theory of differential functions in left and right cerebral hemispheres, portrayed as fact rather than hypothesis.

But these reservations do not undermine the considerable value of the pack. Even its tone of sickly uplift—"You Can Do It—Your Will to Succeed is Vital"—is arguably constructive. Lack of confidence is certainly a major problem in effective study. All in all, the material presented here is likely to benefit not only pupils but—if we can overcome our embarrassment — even ourselves.

Get That Job is more bread-and-butter in approach; and aimed mainly at school leavers with a few CSE/GCE O levels. It provides a very detailed run-through of the whole process of job-hunting: deciding what sort of job you want, finding vacancies and identifying likely firms, how to write a [illegible] application (or how [illegible] compiling a curriculum [illegible] centrally—The Interview.

Dramatised snippets [illegible] meekly to demonstrate [illegible] and the entire [illegible] seasoned with extremely [illegible] little hints—don't be late [illegible] how to get there; don't [illegible] bring your parents; [illegible] the interview is [illegible] don't answer [illegible] questions.

Included on the kit are [illegible] CV and letter of application [illegible] Question Card" listing [illegible] evening interviewers are [illegible] ask, and what you might [illegible] ask them; four "Job [illegible]" which ask all necessary [illegible] tion about each job; a [illegible] detailing the job-hunting [illegible] and a rather gorgeous [illegible] "Your Programme For Success". The effects of all this on a [illegible] school leaver can only be [illegible]. The only serious criticism is [illegible] the "basic positive" approach [illegible] leads to wildly unrealistic [illegible] tions that you must succeed [illegible] or one and a half million [illegible] employed, after all.

continued from previous page

readers—that there are actually several more potential systems, and also the dormant Teldec format, demonstrated and launched a decade ago and unlikely to make a comeback.

JVC's Video High Density (VHD) system operates, like RCA's SelectaVision, on capacitance between stylus and conductive disc. But unlike RCA, the disc is grooved and the stylus is guided electronically by a control track of pits alongside the information track in spirals across the disc. The technology is expensive, but it does minimise stylus and disc wear—there is no physical contact—and offer variable speed much easier. Some observers anticipate some kind of comparation between RCA and JVC. Meanwhile, there is no sign of JVC's marketing plans, although a sister company Panasonic (Matsushita) has just abandoned its own disc system in favour of VHD system.

Finally, the French company Thomson-CSF has demonstrated a system, offering still-frame for much more than the others do educational and institutional use. Like Philips' VLP, it uses laser to read the information stored, but the laser beam is transmitted through the disc to the side, rather than reflected off the side to set for marketing [illegible] system.

It is conceivable that disc systems will be developed that permit the user to record and even to erase a prerecorded. Philips has already used its videodisc technology to produce such a disc for computer data storage. But it is unlikely that discs will ever challenge tape for one-off recordings in home or school. Videodiscs will therefore develop with videocassettes.

Commercial optimism about videodiscs may be qualified by two considerations besides the danger of continuing incompatibility between systems. While videodiscs may be cheaper to replicate, new technology may reduce the cost of duplicating cassettes. And while disc pressing costs may remain low, a substantial proportion of the retail costs of video movies, for instance, is attributable to marketing costs and royalty payments that are identical for cassette and disc.

Still, with these reservations, one can quite readily imagine the home consumer may eventually have a video centre, incorporating disc player and cassette recorder for their complementary functions, just as the home music centre today combines both gramophone and cassette decks.

How far schools acquire such video centres will depend upon the rate of educational finances and upon the efficiency with which Advis can make use of videodiscs, which comes back to the cost of replacing small runs of discs. While the home user may readily buy extra hardware to take advantage of the cheaper software on disc, schools, will hardly follow suit if they can be assured the same economic advantage.

One of the set of photographs entitled "Living with the Land—Land as the Centre for World Population", Buckingham Palace Road, London SW1. The pack is used mainly in geography and [illegible]

Metropolitan views

by M. J. Clarke

A Geography of London, Newham geography pack 9. Three filmstrips, tapes and notes, produced by Tony Saunders and Gerry Walsh. Available from Newham Geography Teachers' Centre, New City County Primary School, New City Road, London E13 9PY, £7.50, including postage.

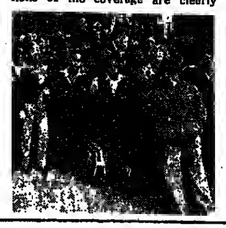
The challenge of presenting a comprehensive geography of London would daunt most professional media producers, so its acceptance by a group of Newham teachers must earn our admiration. The degree of their success is highly creditable, and the quoted price must make this geography pack the bargain of the year.

The presentation is based on 97 colour filmstrip frames, structured and focused through three simplifying assumptions. First, the historical perspective is compressed so that development is conceived mainly within the framework of the past 100 years or so. This decision appears justified in that it permits concentration on aspects with visible evidence in the present map and landscape.

Second, although both form and function receive ample attention, the viewpoint is almost exclusively introspective. We see a Londoner's London, with the world substantially bounded by the end of the commuter railways.

In spite of token pictures of docks, major industries and inter-city trains, the national and international roles of London are underplayed for the most part — a constraint acceptable only if it is made quite clear to the teacher.

Thirdly, spatial and conceptual simplification is achieved through the exclusive use of the Burgess concentric zone model applied to a sector running North-eastwards into Essex. In this case, the limitations of this coverage are clearly



discussed, and the chosen framework appears to provide both comprehensive and representative treatment of visually convincing examples.

The choice of pictures is admirable, with a varied selection of scales and angles, and the technical quality is adequate. The accompanying notes are extremely effective, being both well researched and well written. Suggestions for preparatory and follow-up work are provided. There is an statement of intended ability range, though both the language and concept imply something like a minimum age of 15 years with at least average ability if the material is to be used in its entirety.

The recorded cassette tapes, which offer a spoken version of the notes, are the weakest element in the pack. Text which is ideal for teachers to read becomes far too pondorous for an audio commentary, and fails to meet that most basic requirement of tape-slide design, that the actual picture subject should be established in the opening sentences for each frame, leaving amplification, until after the audience has been told what it is looking at.

Forces of the moment

by Raymond Walker

Physics in the Modern World
Vectors and Moments £3.00
Electrostatics £3.00
Compiled and edited by Antony McB. Colling
Nicholas Hunter Publications, Mutton Yard, 46 Richmond Road, Oxford OX1 2JT.

This series covers modern applications of physical principles. The copious notes are generally well written, and provide the teacher with far more information than he would wish to use. The seven units of 12 slides are not interrelated although two of the topics span two units (24 slides). Slides and notes are packaged in a transparent plastic wallet, which incidentally is prone to tearing along the welds.

Unit one, "Vectors and Moments", covers force as a vector, looks briefly at centre of gravity, and then takes moments in everyday situations from a discussion of the turning effect of a force.

A composite photograph of a test car under impact relates force to the rate of change of momentum as the opening statement. This seems a strange choice of introduction since a definition of momentum is needed first, and it is an abstract concept for school levels. It would have been helpful to give a linking frame between this one and the next, which shows force as a vector.

Showing forces in opposition with a tug of war team is a good example, and the explanation of the difference between vector and scalar quantities is excellent. A second example of vector forces in action is shown by a slide of the classic tugs and ship model, but it is a pity that the useful inset vector diagram does not include a reference outline of the ship's position and the diagram's orientation does not relate to the photograph. The notes make no reference to the "R" on the diagram meaning "resultant".

An example of a cantilever bridge open gives an example of balancing forces, but unfortunately the viewpoint is oblique, and the background buildings distracting. The extra information provided by the notes requires visual explanation—an overlay could have added force arrows.

The familiar tilted bus test opens the discussion on centre of gravity and moments. The explanation is thorough but pedantic. The presence of two tilt-angle indicator boards showing the different slopes of platform and bus may cause confusion to some students.

If this unit is intended as the basis of a smooth running lecture/lesson, the lead in to moments needs more explanation. Moments are introduced by comparing two half frame photographs, of a high level cantilever crane and a transcription pick-up arm. Sadly, they are photographed from different angles, which slows down the visual association. The discussion of tractors seems wholly irrelevant to this slide set. A dramatic slide of a plane in flight, with one of two engines stalled, is linked with ONC/A-level theory which might have been better studied with a plan elevation view. However, the picture of the artificial arm provides a startling visual example of moments and levers with a valuable technological application.

Eight slides, lightning strikes a second have to happen over the earth to balance the constant negative charge drift to the upper atmosphere. Facts like this, and a visual display of forked lightning introduce the topic of *Electrostatics* in a spectacular way.

An excellent example of charge leakage is provided by the antistatic mat under a record: the theory is easy to follow from the slide, with both pictorial and diagrammatic representations. Conducting fibres have been developed for use with conductive turntable mats, and are described in detail.

A novel application for conducting fibres is in protective suits worn by electricity linesmen, and operating on the principle of a Faraday cage. It seems an odd notion of composition to have split-frame photographs with the top picture showing a man walking on firm ground, and the lower one showing blue skies and a pylon.

The aims of this series, to provide illustrations of modern physics in use, are indisputably creditable, but although a number of the slides can be successfully used in sub-units, they do not give a meaningful whole. The level of use, which is not given in the notes, is essentially O level and above. The presentation of both visual and written material is conventional and the design consultant could have been more flexible, and less formal.

resources

Tales for apprentice vampires

by Graham Patterson

Dracula
Seventy-four minute cassette, Zens 670, £3.85 plus VAT.
Zeus Recording Co Ltd, 52 Montagu Square, London W1.

A new cassette from the Zeus Recording Company adds to the current Dracula cult, with a dramatized adaptation of Bram Stoker's classic novel by Zoulma Bonhella. In 74 minutes she includes as many blood-curdling details as she can, and students of the vampirical will be pleased by its faithfulness to the original.

The racy presentation is exciting, if one can keep up with it; the book's device of telling the story by extracts from letters and journals is dangerously confusing on tape when some of the entries are only 10 seconds long. Breathing space between items would be welcome. After Miss Lucy's death at the end of side one, it is a relief to need time to turn the cassette over.

Zeus have assembled a strong cast. Jon Portwee, playing all the male characters, is excellent as Jonathan Harker and Dr Seward, and the Count's echoing, icy tones are appropriately chilling. The American and Dutch accents of Quincey Morris and Professor van Helsing were less convincing, and their credibility suffered. (Could not the load be spread around the sadly under-employed acting profession a little?)

Judy Alice Liebert, who plays Miss Mina is consistently the most convincing Zoulma Bonhella, with an accent as thick as the clotting blood on her own shroud, is exotic though not always intelligible as Miss Lucy. And why does Miss Lucy have a more pronounced continental lilt than her mother—or even than Count Dracula?

Sound effects figure strongly throughout and aim to intensify the terror of crucial moments in the story, but Maggie Nicols' virtuose vocal impressions of bats and wolves and things that go "scarey" on top C in the night are very irritating. They screech forth exactly as the appropriate words are being spoken, and in at least three instances, completely obliterate the text. The simpler devices are more successful: an echo for the Count's voice, and phonograph surface noise for Dr Seward's diary.

Dracula is a strong story, and though it loses some of its relentlessness in this adaptation, there is quite enough excitement and bloody description to make it appealing to Stoker disciples and apprentice vampires alike.

CAT study

The National Computing Centre has started a study of computer assisted training. The study will include investigations into computing software, training methods and CAT packages. It will be conducted by Dr Graham Beech, who recently joined NCC from Wolverhampton Polytechnic.

Further information from either: Ron Brown, The National Computing Centre, Oxford Road, Manchester M1 7ED, or Graham Beech, The National Computing Centre, Prudential Buildings, Colmore Row, Birmingham B3 2PL.

Adult possibilities

Using Broadcasts with Adults has been completely re-written by Jenny Rogers, author of the successful *Adults Learning*. The booklet explores ways in which broadcasting can be useful, and suggests how recorded material can best be used. It is divided into three parts: Possibilities and problems, How to use broadcasts, and Technicalities.

It costs 90p from most booksellers, or can be obtained from BBC Enterprises, 12 Cavendish Place, London W1, by adding 15p for postage.

Film-making

A new range of polyester film, which can be used for making overhead projector transparencies on most plain paper photo-copiers, is available from Gordon Audio Visual. Called Die X—150, the film is claimed to be heat-stable for running through many of the most popular of today's plain paper copiers.

The film is supplied in A4 size in boxes of 100 sheets. There are, say the company "attractive discounts for quantity".

Further information from the Reprographics Division, Gordon Audio Visual Ltd., 28/30 Mortlake Place, Oxford Circus, London W1N

Resources organisation

An "Annotated bibliography on educational resource organization and related topics" has been compiled by Rosemary Reddon and published and distributed by the Council for Educational Technology. Chapter headings include "Basic reading"; "Case studies"; "Organisation: Specific problems"; and "Related educational areas". *Council for Educational Technology, 3 Devonshire Street, London W1N 2BA. (ISBN: 0 902204 99 8.)*

resources

One generation's sci-fi

by Frank Anstis

Man and Space

Sound-filmstrip in the Issues for Troubled Times Series.

The Media Production Company Two-part set, £14.95.

Man and Space is the latest in a lively series of sound-filmstrips entitled Issues for Troubled Times. Produced for pupils aged between 12 and 18 years, each set contains two half-frame filmstrips, two cassette tapes with commentary, and a teacher's booklet.

The aim of the series is to stimulate discussion on important social issues by presenting information from various viewpoints. By accepting the limitations of the audio-visual method, and by boldly tackling controversial issues, the authors have created a series which provides an exciting and extremely useful starting point for classroom discussion.

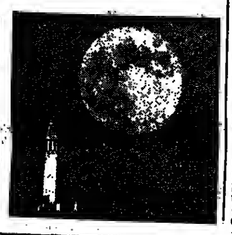
The new sound-filmstrip has less to do with the details of space exploration than might be supposed from its title, and is more concerned with the manner in which attitudes to the exploration technology are reflected in the science fiction of successive generations.

Starting in the last years of the nineteenth century, the story discusses our present involvement in planetary exploration and considers the possibility that man's innate desire for mastery may one day compel him to undertake a journey to the stars.

Part 1 begins by suggesting that the emergence of technology as a powerful influence in daily life may be linked with the arrival of science fiction as an identifiable genre. Similarly the failure of late Victorian optimism to survive the horrors of two world wars, the chaos of the great depression and the advent of nuclear weaponry is shown to have brought about changes in social attitudes which have parallels in science fiction. This story is traced from H. G. Wells's *War of the Worlds*, through Buck Rodgers and *Flash Gordon*, to the evil invading monsters from outer space portrayed in the science fiction of the 1950s.

Part 2 begins with John F. Kennedy's "Together let us explore the stars" speech, and compares it with the fictional voyages of *Starship Enterprise*. Harmless super-power rivalry over lunar exploration took on a more alarming aspect with the development of the Cuban Missile crisis, but this in its turn was followed by increasing friendliness between the nuclear powers. Perhaps it was no coincidence that the growing confidence of political and economic reality was reflected in the equally reassuring message from *2001—A Space Odyssey*.

The series is advertised as suitable for a wide range of secondary children, and both visual material and narration will certainly appeal to younger pupils.



The serious purpose of the programme will be realised among more senior pupils. An appreciation of the broader outlines of social history and an acquaintance with some of the books and films is the best starting point.

The teacher's booklet suggests words for preliminary discussion, but this is less useful than a general reminder to examine the vocabulary. Pupils needing help with words such as robot, flying saucer, science and astronomy are unlikely to gain much from the narration, and they will certainly hesitate over human hybrid, Stock Market and inaugural, which will be heard in the narration but omitted from the printed list of harder words.

The visual impact of these two filmstrips with their well balanced narration and nicely timed intervals for picture change are equally impressive. More than 100 frames for each of the cassettes provide ample material for useful and enjoyable lessons. The only major innovation which might be recommended is the addition of frame pictures in the teacher's booklet with the script.

From Strand to Suez

by James Bromwich

British History 1901-56.
by D. Price
Studytapes, EP Group, Bradford Road, East Ardsley, Wakefield WF3 2JN. £11.50. Extra booklets, £1.50 each.

This tape set on British history in the first half of the twentieth century is a well constructed and useful educational tool, especially for its stated O level student audience, although it could also be of value to the A level candidate. The two cassettes provide about two hours of talk interlaced with quotations, and are accompanied by a booklet.

Studytapes rightly advocates an active approach to learning by the student. Certainly an excellent start to the set helps promote such involvement. A photograph of the Strand in the early 1900s in the booklet is used to provide a starting point for a stimulating description of social conditions at the beginning of the period, providing a natural preface to the first topic: Chamberlain and Tariff Reform. Although the plates are never again used in this way, reference is made both to the booklet and to other sources, without ever undermining continuity.

Virtually all the major topics of any O level course covering this period are dealt with up to the Suez crisis, including a postscript to the Macmillan era. A thematic link is provided by social and economic change, both in terms of the overall rise in the standard of living and as a constant problem for successive governments. This has not prevented adequate and careful descriptions of the Irish problem up to 1922, appeasement, decolonization, and so on. The causes of the two world wars are fully covered from the British angle, but the wars themselves are summarized briefly, emphasizing the political and social consequences. The student is wisely referred to other sources for the military course of events.

This set is marked by the attention of the author, Denis Price, to detail and structure. A nice balance is drawn between the numbered treatment of topics in the booklet, deliberately done to help essay organization, and the integrated narrative of the tapes. Subjects maintain continuity; the violent pre-1914 era as a European phenomenon is used to look at Edwardian material together and explain the move to war.

Some aspects can be criticized although nearly all of them are relatively minor. Clearly a considerable choice was made to deal with Churchill's career as a whole in context of the 1951-55 Government. This has the advantage of drawing together a number of issues from the whole period, but it is somewhat dubious to claim the last premiership was "by no means an anticlimax".

The assertion that Lloyd George's Ministry of Reconstruction was his "most useful" work of his wartime coalition Government, rather than the most interesting, is also surprising. Lyttleton's views on devaluation are approved for their early recognition of the need for independence, but his lack of understanding that people could live under self-government as a right, rather than as a gift from the British Empire, is a serious flaw. Although the plates are never again used in this way, reference is made both to the booklet and to other sources, without ever undermining continuity.

Women's rights are treated properly in a Suffragette issue, with a reference to Mrs Fawcett and mention of Sylvia Pankhurst's more socially oriented work, although the impact of war work is not stressed. But to total the criticisms seem to little more than that the material and interpretation are contemporary.

The quotations are well chosen and not exaggerated, even in the case of Lloyd George's speeches. Perhaps future sets might include more excerpts and consistently female readers when quoting women.

The value of these tapes is not only in the classroom, where excerpts could be used throughout a course and the set as a whole for revision, but also as a library resource. Clearly aimed at the adult education and the adult market as well, where its mature approach would have a special appeal, it should be stocked in public libraries and confidently recommended by college lecturers in this field.

Gospel versus apartheid

A new study pack on South Africa, Namibia and Rhodesia (Zimbabwe) has been produced by Christian Aid, the Catholic Fund for Overseas Development and the Catholic Institute for International Relations.

The pack was produced in association with many of the major denominations. A key document, says Christian Aid, is "The Gospel's Quarrel with Apartheid", written by Fred John Davies, Principal of the College of the Ascension, Selly Oak, Birmingham, and 13 former students of the university chaplain in South Africa. This paper sets out "the fundamental challenge to apartheid posed by the Gospel".

Other materials included in the pack include booklets providing basic historical surveys of Namibia, South Africa and Rhodesia (Zimbabwe); a set of biographic facesheets telling individual stories; a set of Bible studies which relate the gospel to the struggle; the Africans' legal calling card; and a map.

A series of cassettes features Alan Paton and Valerie Singleton reading stories from The Thousand and One Nights are to be issued in April.

The titles will include The Story of the Fisherman and the Jinnee and The Story of Ajeeb and the Forty Lovely Girls which deals with the mysterious workings of Fate and the inevitable effects of curiosity.

The publishers claim that the recordings contain a unique feature which makes them particularly useful as a reading aid. One side of the cassettes has a slow reading of the text which tables word for word with the accompanying book. The other side has a reading at normal speed.

Further information from Ivan Berg Associates, 35a Broadhurst Gardens, Hampstead, London NW6 3QT.

The balloon goes up

by D. Burch

Cheap, localized, aerial photography is a practical possibility that I discovered accidentally about a year ago. Looking out of my window I noticed a helium balloon slung with a boom carrying two cameras: one video, the other taking 35mm negatives (or 35mm film). The video camera was used as a view-finder, and photographs were lined up and taken by radio control. It struck me that schools could make great use of photographs and video recordings centred on their area.

We contracted to take some trial shots of Nottingham to see what the demand would be from schools. These photographs were not in [illegible] but were taken at a height of 200 feet, which is the maximum legal ceiling for such photographs. At this height the pictures were localized. For a school wishing to study its immediate environment this was quite acceptable, and a number of schools, from infants to comprehensives, took advantage of the possibility of having their own environment photographed from the air.

Local studies, geography, and mathematics are obvious curriculum areas which could than benefit from using such material; and there are also possibilities for the historian and scientist. Urban and local trails could take on a new dimension viewed from this perspective, particularly if such pictures are linked with middle height views from perhaps a block of flats or a church tower and, of course, from the ground. Such comparisons can help children to see clearly the relationships between buildings and natural features which they pass every day.

Because of the immediacy of this [illegible] much greater than in ordinary aerial photographs. The language and discussion potential of the material is therefore enormous.

Videotapes have also been taken that show children gathered round the balloon and aerial shots giving an impression of being transported from the ground to the air. Children's imaginations are particularly taken by this part of the exercise.

The aerial facility has also been used by "Planning for Real", a Department of the Environment project intended to give tenants, residents and others a voice in how areas are redeveloped. It has been invaluable for schools working on environmental themes. This has given both children and adults an overview of their area which has enabled them to think and plan from a picture of the whole area, rather than from placement ground level views.

During 1980 the balloon/aerial photographic service for schools will be available throughout England and Wales. At a cost of £75 the balloon team can visit a school for one session, which includes a talk about balloon, and about aerial photography. A comprehensive colour videotape is made from the air and from the ground, as well as still photographs in colour and black and white. A teacher's booklet gives suggestions for follow-up work. A group of schools using the balloon team's services in a particular neighbourhood could build up a comprehensive aerial record at a minimal cost.

Further information can be obtained from Balloon Surveys, 47 Chichester Road, Ewell, Surrey. Tel. 01-393 3890.

Calculated offerings

Commodore Business Machines is offering two of its calculators at reduced prices to schools.

Two models for secondary schools are the model LC925, a basic mathematical calculator, and model P50, a scientific calculator.

The LC925 is an eight-digit liquid crystal model with "rugged design" and bigger keys. In addition to basic functions it has a per cent and percentage difference key, a memory with addition and subtraction, square root, and change sign, and automatic constant. It costs £9.95 (excluding VAT) instead of the recommended retail price of £12.95 (excluding VAT).

The P50 is the company's introduction to programmable scientific calculators. Its scientific functions include log and trig. Angles can be in degree/radian/grad mode, and there are an array of power keys, store and return to memory with exchange.

It has 24 merged programmable steps.

The special offer price is £19.95 (excluding VAT) instead of the normal £12.13 (excluding VAT).

Further information from Commodore Business Machines, Leigh Road, Slough, Berkshire.

Uli und Gabi. By Geoff Dale. Anne Topping. Longman 40p. 582 21522 6

Uli und Gabi is the type of textbook that is commonly used on the Continent. It is not geared to any specific course book and could be used successfully used with any course. There are plenty of activities such as puzzles, sentences to be completed, drawings to be labelled, even a game for four players to keep pupils of all abilities interested and reasonably quiet.

media

ITV

Armchair driving

by Frances Farrer

The Jackie Stewart Road Show
Radio 4 Radiovision. Mondays 9.35-9.55.

Driving, like all physically coordinated activities, seems best learnad by doing. It is hard to imagine even a conscientious adult driver who would relish the thought of the programmes of traffic theories, and the *Jackie Stewart Road Show* is intended for 15-year-olds. Therefore, like a road junction, one approaches it with caution.

The intentions are very good: to supplement driving lessons with the sensible talk about safety, provisional licences, and considerations for other road users. Heavy points are made early on about risk and pot—possibly too heavy; there could be a negative reaction. On the topic of physical fitness Jackie Stewart is very convincing: you can't see, think or respond properly if you are in poor physical condition, he says. He mentions the effect of emotional attitudes on driving. The extent of his own skill and discipline strengthens measurably these remarks.

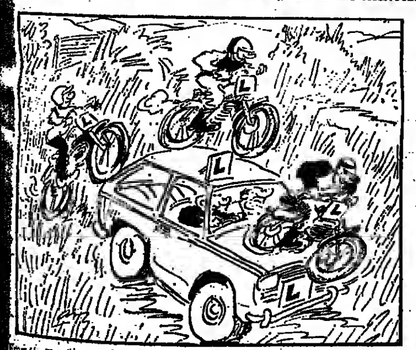
Programme 3, "Reading the Road", is the only one accompanied by a filmstrip. It is concerned with how to anticipate the foolish behaviour of everybody else: the child who prances off the pavement, the parked vehicle that pulls out, the opened car door that takes up half the width of a car, the motor-cyclist hovering in the car driver's blind spot. The problems of bus drivers are explained, those of pedal cyclists, as usual, omitted.

This programme is also concerned with vision. A photograph taken through a windscreen demonstrates the area of attentive vision of most drivers: a circle in front of the driver is clean screen, the rest is shaded. Seeing, according to Jackie Stewart, is something you do.

The visual material works well for simple points and not at all for complex manoeuvres like getting on to and off a roundabout, when the complicated explanation is instantly forgettable. At times like these, when one is struggling to understand, Jackie Stewart's accent becomes another obstacle.

Other programmes include information on training for situations not encountered in the driving test, such as skidding (no mention of motorways); there is talk about learning car maintenance, the importance of good tyres, brakes and steering. Several driving dignitaries offer advice or opinion.

The Jackie Stewart Road Show is one part of the traffic education, programmes made at the request of the Schools Broadcasting Council. The other part is 50 cc, made for moped learners and shown earlier this term. The producers hope that this series will be taped and used by learners to listen to at home, as well as being used in the classroom.



From the Teacher's Notes for "Traffic Education".

Thames

Breakneck debate

by Nick Thomas

White Light, Thames Television, Weds. 4.45-5.15, Thurs. 5.15-5.45

White Light is televisinn's latest attempt to respond to youth culture. It is rather more responsive than earlier versions, more genuinely in touch with what teenagers are actually doing, but still unmistakeably a simulation job rather than the real thing. It uses a double-decker sandwich format: a rising new band at either end, enclosing ultra-short snippets of news and reviews, with the centre of the sandwich occupied by a discussion of some Youth Issue.

This week the issue was education. Under the tuition of an authoritative tousle-haired person who represents everybody's favourite teacher (the other main presenter being a charming and relaxed young pest-punk), members of the studio audience engaged in a very strange discussion. It appeared to be either scripted, or very neatly cut; so that the instant one contribution finished, one and only one new person started speaking. Everyone talked at breakneck speed anyway, which made the conversation quite hard to follow for the over-30s.

The issues "covered"—in about five minutes each—were exams versus continuous assessment; and the curriculum. Is it too academic, rather than about "real life"? Is it not academic enough, keeping workingclass children out of further education? We did not really have time to think about this before being whizzed over to the expert panel. A lady from the Schools Council tried to reconcile opposing positions; and an ex-NUSS organizer said he felt one's teens were a bad time to be at school anyway, and people should be allowed to go to work then and back into education later.

The whole thing was breathless in the extreme. *White Light* has a great deal of energy, and is obviously considerable fun for the people making it. It is clearly true that young minds do move faster than older ones. But the overall impression was of a number of tiny tastes of interesting dishes; and the main question, as so often in television where programmes seem just to grow rather than to be deliberately constructed, was—what exactly is all this *for*?

ETV

Factory foxes

Wildlife in the City
Radiovision, March 5th (2.45-3.00 pm)

Urban wildlife is not a grand term for the occasional spider or rat scuttling around house, garden or factory. Kestrels regularly nest on BBC buildings in central London and foxes can be found easily in the city if you just look for them, according to Peter Ward, producer of a delightful radiovision programme called *Wildlife in the City*, the radio component of which is going out on March 5. The programme is part of a four-part unit in the "Nature" series entitled "Nature in the Town".

The filmstrip intersperses shots of urban landscapes, waste ground and single buildings (location work was done in Birmingham) with pictures of individual animals, birds and plants, and some artwork.

The commentary is a mixture of factual information, poetry and the comments of Nicholas, a 13-year-old boy whose pastime is noting and collecting wildlife, who has become something of an authority on the Birmingham wildlife scene. There is a strong anti-pollution theme. The last comment is: "And if we continue to make our towns cleaner—with less pollution we should see more wildlife in the city."

The filmstrip and commentary could be used in a wide variety of subject areas, but the teacher's notes make them in particular a springboard for science: there is a large section on science activity follow-up suggestions by Sean Carson.

Supporting material is available from a number of sources: teachers' and pupils' notes and a very attractive colourful booklet (price 22p) to accompany the whole Nature series from the BBC; wallcharts from the National Conservancy Council (at £1.50 each); and information sheets from the Wildlife Youth Service "at very low cost". Other programmes—all radio only—in the unit are *Magpies and Jays* (March 12), *Park Lake* (March 19) and *Eastertime* (March 26).

The filmstrip, Wildlife in the City, plus a free copy of radiovision notes, costs £4.00 (exclusive of VAT) and can be ordered at any time of the school year from: BBC Publications, School Order Section, 144-152 Bermondsey Street, London SE1 3TH.

Carolyn O'Grady

Film

Sentencing to service

by Victoria Neumark

Time Out
Produced by the Middlesex Probation and After-Care Service
[illegible] colour, sound, 45mins
Available from Central Film Library, Bromyard, Acton, London, W3. Price is £7.50.

"What's the point of Community Service—the hell's this?" Jimmy Green, one of the Community Service scheme's successes, looks back on his first encounter with it.

Many of the general public are as ignorant of what the Community Service option for criminal offenders is. This riveting and fundamentally well organized film should be indispensable as a teaching aid introducing older students to the workings of the legal system.

One of the more imaginative features of legislation in the past was the establishing of up to 240 hours of service to the community as an option for those who would otherwise be given short prison sentences. It seemed a good idea to the schools of penological thought that it is a sentence, imposed by the courts and punishable by them if defaulted on; it is a punitive measure, entailing loss of earnings, possibly loss of free time certainly. In that it is a sentence of work useful to members or individuals in the community from which the offenders sprung, the doing of which allows both the offender and those he or she works for to form a new, higher, estimate of his or her worth—it's rehabilitative. As one of the supervisors of the scheme says in the film, "What's the point of punishing them anymore? They've been punished. Let's try and get them back on the right road".

The supervisors and the firm relationship they form with the offenders working under them are the most impressive and eloquent tribute to the scheme's justification. We see men working on building sites, in old people's gardens, in old people's homes, driving ambulances for the mentally handicapped and trying therapy with them. Of course it is a moot point if those in the schemes themselves have the same understanding of it as the officers in charge display at their earnest, concerned meetings, but after all, that does not mean it is no good. With overcrowded, understaffed prisons any way of dealing with criminals which offers to mediate between them and society is welcome.

This exchange between the commentator and a young man digging on old lady's garden brings the point home:

"It's hard but it's worthwhile."

"Why?"

"Well . . . it saves going to prison."

"You're not banged up all day."

"But is it doing *you* good?"

"Yeah. Going away's no good for anyone."

Of course such a sentence is not going to suit everyone. The officer in charge of Middlesex's scheme judges it to be most fitted to under-achievers, the isolated, the non-violent and non-work-shy, those who will feel their work as satisfaction and whose frustration and sense of inadequacy may have led to their being in trouble in the first place.

A lawyer who has had some contact with the scheme points out that some will say: "What? Have I got to go and dig up some old lady's back garden? No way—I'd rather be inside". And Jimmy Keogh, an ex-con who has put in more than 1,000 hours of voluntary work to community service, points out that you have to know the dodges, you have to get inside the offender's mind before you can rehabilitate him.

It is the film's main strength that it avoids all the criticisms made against Community Service and does not rule them out. These questions are left hanging in the air. More important perhaps, is Mr Keogh's response to being asked about the value of Community Service. "It's not much use if nothing's going to be done about it". With courts still reluctant to grant Community Service orders and the authorities reluctant to fund them, the whole scheme may become abortive.

It will be a social disaster if we cannot find alternatives to the crippling custodial sentence. Community Service is a step, a small step as yet, to demanding but positive alternatives. But what Paul starts to teach the mentally handicapped people he is contacted to drive, and when Dirk goes back to wash dishes for the old people he was forced to serve, it is hard not to see a glimpse of something better, and to agree with Jimmy Keogh: "It undoubtedly can be a success, providing it gets the resources".

Briefings

Radio and tv

OU and general interest

Food Retailing. (Saturday, 13.55, Sunday, 16.50 BBC2)

The first of two Open University programmes examining market power in the retail food trade. The course "Business Economics" looks at how the economic environment influences business decisions and is, in turn, affected by them.

Over to Youth. (Thursday, 23.00 VHF4)

A series for those working with young people features teenagers giving their own views, hopes and fears on work, school, sex, drugs and marriage.

The Great Grange Hill Débate (Tuesday, 17.10 BBC1)

Children love it. Many parents and teachers hate it. Is Grange Hill true to life? Parents and children discuss the series.

For schools

Biology (Monday, 9.30 BBC 1)

Thirteen to 16-year-olds study the use of land from historical times until the present day. How can we preserve the countryside?

Finding Out (Monday, 9.47, Wednesday, 11.16 ITV)

Seven to nine-year-olds and their trip around Europe with a look at Germany. The three programmes begin with a day in the life of a suburban seven-year-old and her family.

Communicate 1 (Monday, 9.52, Wednesday, 14.40 BBC 1)

"Notes for a trial" demonstrates the techniques involved in good note-taking. For 13 to 16-year-olds.

Making a Living (Monday, 11.39 ITV)

How important is success, money and status? Should wealth be distributed more evenly. The over 14s are challenged to examine carefully the jobs they will choose.

Advanced Studies: English. (Wednesday, 9.30 VHF 4)

A unit of four programmes on "The nineteenth century novel" written and presented by Margaretta Loeki. This week she looks at the art of story-telling and its development in the nineteenth century.

Books, Plays, Poems (Wednesday, 14.20 VHF4)

Fourteen to 18-year-olds embark on a four-week study of Shakespeare's "A midsummer night's dream".

Nature (Wednesday, 14.40 VHF4)

"Nature in town" begins with a radiovision programme "Wildlife in the city". (See review on this page.)

From Park Lake *in the "Nature" series.*

Twentieth Century History (Thursday, 9.00 BBC1)

"The Road to Berlin" traces the progress of the Second World War from German successes in Russia in 1941 to the final surrender in 1945. For 14 to 17-year-olds.

Look Around (Thursday, 10.09 ITV)

Eight to 12-year-olds compare the feeding habits of domestic animals with the feeding cycles of animal predators. Shows how the balance of nature can be upset by modern farming.

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Nursery Education 32
Other Appointments 32

Primary Education
Headships 32
Deputy Headships Senior Masters/Mistresses 32
Scale 2 Posts 49
Remedial Posts 49
Scale 1 Posts 49

Middle School Education
Headships 49
Art and Design 50
Music 50
Physical Education 50
Science 50
Other than by Subjects 50

Secondary Education
Headships 50
Deputy Headships Senior Masters/Mistresses 50
Remedial Posts 50
Art and Design 51
Careers 51
Classics 51
Commercial Subjects 51
Domestic Subjects 52
Economics 52
English 52
Geography 53
History 53
Humanities 53
Mathematics 53
Modern Languages 55
Music 56
Pastoral 56
Physical Education 57
Religious Education 57
Science 57
Speech and Drama 61
Technical Studies 61
Other than by Subjects 63
Appointments in Scotland 64

Sixth Form and Tertiary Colleges
Headships 65
Scale 2 Posts 65
Scale 1 Posts 65

Special Education
Headships 85
Deputy Headships Senior Masters/Mistresses 65
Scale 2 Posts 65
Scale 1 Posts 85

Independent Schools
Headships 66
Deputy Headships Senior Masters/Mistresses 66
Remedial Posts 66
Art and Design 66
Classics 66
Commercial Subjects 66
Domestic Subjects 66
Economics 66
English 66
Geography 66
History 67
Mathematics 67
Modern Languages 67
Music 68
Pastoral 68
Physical Education 69
Religious Education 69
Science 69
Speech and Drama 70
Technical Studies 70
Other than by Subjects 70

Preparatory Schools
Headships 70
Deputy Headships Senior Masters/Mistresses 70
Art and Design 70
Classics 70
English 70
History 70
Mathematics 70
Modern Languages 70
Pastoral 70
Physical Education 70
Science 70
Other than by Subjects 71

Colleges of Further Education
Heads of Department 71
Other Appointments 71

Colleges and Departments of Art
Other Appointments 72

Universities 72
Fellowships, Studentships and Research Awards 72

Colleges of Higher Education
Directors and Principals 73
Other Appointments 73

Colleges of Education 73

Adult Education 73

Youth and Community Service 73

Overseas Appointments 74

Administration
Local Education Authority 75
General 77

Educational Psychologists 77

Examiners 77

Librarians 77

Ancillary Services 77

Miscellaneous 77

Outdoor Education 78

English as a Foreign Language 78

Appointments wanted

Other classifications

Educational Courses

Personal Announcements

Exhibitions Entertainments

For Sale and Wanted and Postal Shopping

Holidays and Accommodation

Home Exchange Holidays

Partnerships

Properties for Sale and Wanted

Nursery Education

Other Assistants

BIRMINGHAM
EDUCATION DEPARTMENT
ALLENS CROFT NURSERY SCHOOL
50a Allens Croft Road B14 6RQ

Scale 2 TEACHER required as soon as possible. Social interest in LANGUAGE and parental involvement.

GRACELANDS NURSERY SCHOOL
Grace Road B11 1ER

Scale 2 TEACHER required as soon as possible. Commitment to curriculum development, record keeping and parental involvement.

There is a scheme for assistants with nursery experience.

BIRMINGHAM
EDUCATION DEPARTMENT
NILLPOOL GARDENS DAY NURSERY

The Education and Social Services Committees of the Birmingham City Council are concerned with improving provision for children under the years of age. This co-operation (since covert) forms through the City, and in particular in one such area, where, partly influenced from time to time by Government funds of some 2½ years, which, in the Education Department, provided a nursery school for 3 and 4 year olds, and a school term and day for 2 year olds, the Officers in charge of the Social Services and the Head Teacher of a nursery school, appointed by professional teachers look for professional teachers with experience and aptitude.

Applications are now invited suitably qualified teachers (Nursery School) to work in Nillpool Gardens Day Nursery. Applicants should be aware that they would be asked to participate in a joint venture. Application forms and further details from the Director of Education, Stirling House, Edgbaston, Birmingham B5 7RN (quote ref. NO) 30/1.

Closing date: 19th March, 1980.

BUCKINGHAMSHIRE
AYLESBURY VALE
CUDDINGTON C.E. (AIDED) FIRST SCHOOL
near Aylesbury.

Applications are invited for the HEADSHIP for this village school (home from September, 1980). Applicants should be aware of the Council's scheme for the provision of a school house available for occupation by the successful applicant.

Applications from married teachers are specially welcomed. Further details and application form from the Director of Education, County Council, Walton Street, Aylesbury, Bucks. HP20 1UZ.

Closing date: 19th March, 1980.

BUCKINGHAMSHIRE
AYLESBURY VALE
CUDDINGTON C.E. (AIDED) FIRST SCHOOL
near Aylesbury.

Applications are invited for the HEADSHIP for this village school (home from September, 1980). Applicants should be aware of the Council's scheme for the provision of a school house available for occupation by the successful applicant.

Applications from married teachers are specially welcomed. Further details and application form from the Director of Education, County Council, Walton Street, Aylesbury, Bucks. HP20 1UZ.

Closing date: 19th March, 1980.

CORNWALL
EDUCATION COMMITTEE

Applications are invited from qualified Teachers for the following Primary Headship:

MARAZION C.C. SCHOOL
Lining and Infants
Montpelier Road, Falmouth
Group 4

Number on roll: 163
Required from 22nd April, 1980.

An experienced TEACHER-Teacher is required to assist the Head Teacher in teaching English.

Application forms and further details from County Education Officer, Pydar House, Truro, Cornwall.

Closing date: 14th March, 1980.

CAMBRIDGESHIRE
CAMBRIDGE AREA
BARRINGTON C.E. (C) PRIMARY SCHOOL

Applications are invited for the HEADSHIP (Group 3) of this School.

Application forms and details from Senior Area Education Officer, Shire Hall, Cambridge CB3 0AP. Closing date: 14th March.

DORSET
COUNTY COUNCIL
BRADPOLE COUNTY JUNIOR INFANT SCHOOL
Bridport, Dorset

HEAD TEACHER (Group 3) required from September, 1980.

Assistance with removal and legal expenses.

Application form, returnable by the Education Staffing Group, County Hall, Dorchester DT1 1XJ (Ref. 2.2.).

HAMPSHIRE
HAMPSHIRE COUNTY (INFANT)
Romsey Close, Poplar Way
Totton
Roll 201

HEAD TEACHER required for the Infants Department.

Applications from married teachers are specially welcomed. Further details and application form from the County Education Officer, Winchester, Hants.

HAMPSHIRE
HAMPSHIRE C. of Fleet School,
Church Crookham, Fleet
Mixed 5-9 years

HEAD TEACHER

Applications are invited from suitably qualified and experienced teachers for the post of HEAD TEACHER of the above School which is presently a Group 4 Junior School.

Applicants should be aware of the Council's scheme for the provision of a school house available for occupation by the successful applicant.

Further details and application form from the County Education Officer, Winchester, Hants.

HAMPSHIRE
HAMPSHIRE C. of Fleet School,
Church Crookham, Fleet
Mixed 5-9 years

HEAD TEACHER

Applications are invited from suitably qualified and experienced teachers for the post of HEAD TEACHER of the above School which is presently a Group 4 Junior School.

Applicants should be aware of the Council's scheme for the provision of a school house available for occupation by the successful applicant.

Further details and application form from the County Education Officer, Winchester, Hants.

HAMPSHIRE
COWNHEE, FIRST SCHOOL
Southampton
Roll 270

HEAD TEACHER required for September 1980.

Applicants should be aware of the Council's scheme for the provision of a school house.

Application forms and further details from County Education Officer, Winchester, Hants.

HERTFORDSHIRE
COUNTY COUNCIL
BUSHEY C. OF E. (VC) PRIMARY SCHOOL
Bushey, Herts.

Required for September 1980 HEAD TEACHER (Group 3)

Applications are invited from suitably qualified and experienced teachers for the post of HEAD TEACHER of the above School.

Further details and application form from the Director of Education, County Hall, Hertford. Closing date: 21st March, 1980.

LITTLE STAUNTON LOWER
Little Staunton, Bedford

HEAD TEACHER
Group 4

From September, 1980.

Applications are invited for the Headship of this Group 4 Junior School, which caters for children aged five to seven years. Established number on roll: September, 1980: 210 pupils.

Closing date: 14th March, 1980.

MAIDENHEAD INFANT SCHOOL
Newark Road, Luton LU4 8LD

HEAD TEACHER
Group 6

From September, 1980.

Applications are invited for the Headship of this Group 6 Infant School, which caters for children aged five to seven years. Established number on roll: September, 1980: 210 pupils.

Closing date: 14th March, 1980.

LITTLE STAUNTON LOWER
Little Staunton, Bedford

HEAD TEACHER
Group 4

From September, 1980.

Applications are invited for the Headship of this Group 4 Junior School, which caters for children aged five to seven years. Established number on roll: September, 1980: 210 pupils.

Closing date: 14th March, 1980.

BERKSHIRE
COLEY PARK PRIMARY SCHOOL
Wheble Road, Coley Park, Reading
Number on Roll 320

HEAD TEACHER (Group 4)

Further details and application form for the above post, returnable from the County Staffing Officer, Shire Hall, County Hall, Reading, RG1 3UZ. Closing date: March 12, 1980.

BERKSHIRE
COLEY PARK PRIMARY SCHOOL
Wheble Road, Coley Park, Reading
Number on Roll 320

HEAD TEACHER (Group 4)

Further details and application form for the above post, returnable from the County Staffing Officer, Shire Hall, County Hall, Reading, RG1 3UZ. Closing date: March 12, 1980.

BERKSHIRE
GEORGE PALMER JUNIOR SCHOOL
Reading Blake Road, Reading
RG2 0BS
Number on Roll 336

Required September, 1980:

HEAD TEACHER (Group 3)

Further details and application forms from the Director of Education, Shire Hall, Reading, RG1 3UZ.

Closing date: 19th March, 1980.

BUCKINGHAMSHIRE
AYLESBURY VALE
CUDDINGTON C.E. (AIDED) FIRST SCHOOL
near Aylesbury.

Applications are invited for the HEADSHIP for this village school (home from September, 1980). Applicants should be aware of the Council's scheme for the provision of a school house available for occupation by the successful applicant.

Applications from married teachers are specially welcomed. Further details and application form from the Director of Education, County Council, Walton Street, Aylesbury, Bucks. HP20 1UZ.

Closing date: 19th March, 1980.

BUCKINGHAMSHIRE
AYLESBURY VALE
CUDDINGTON C.E. (AIDED) FIRST SCHOOL
near Aylesbury.

Applications are invited for the HEADSHIP for this village school (home from September, 1980). Applicants should be aware of the Council's scheme for the provision of a school house available for occupation by the successful applicant.

Applications from married teachers are specially welcomed. Further details and application form from the Director of Education, County Council, Walton Street, Aylesbury, Bucks. HP20 1UZ.

HAMPSHIRE
HAMPSHIRE COUNTY (INFANT)
Romsey Close, Poplar Way
Totton
Roll 201

HEAD TEACHER required for the Infants Department.

Applications from married teachers are specially welcomed. Further details and application form from the County Education Officer, Winchester, Hants.

HAMPSHIRE
HAMPSHIRE C. of Fleet School,
Church Crookham, Fleet
Mixed 5-9 years

HEAD TEACHER

Applications are invited from suitably qualified and experienced teachers for the post of HEAD TEACHER of the above School which is presently a Group 4 Junior School.

Applicants should be aware of the Council's scheme for the provision of a school house available for occupation by the successful applicant.

Further details and application form from the County Education Officer, Winchester, Hants.

HAMPSHIRE
COWNHEE, FIRST SCHOOL
Southampton
Roll 270

HEAD TEACHER required for September 1980.

Applicants should be aware of the Council's scheme for the provision of a school house.

Application forms and further details from County Education Officer, Winchester, Hants.

HERTFORDSHIRE
COUNTY COUNCIL
BUSHEY C. OF E. (VC) PRIMARY SCHOOL
Bushey, Herts.

Required for September 1980 HEAD TEACHER (Group 3)

Applications are invited from suitably qualified and experienced teachers for the post of HEAD TEACHER of the above School.

Further details and application form from the Director of Education, County Hall, Hertford. Closing date: 21st March, 1980.

HERTFORDSHIRE
COUNTY COUNCIL
BUSHEY C. OF E. (VC) PRIMARY SCHOOL
Bushey, Herts.

Required for September 1980 HEAD TEACHER (Group 3)

Applications are invited from suitably qualified and experienced teachers for the post of HEAD TEACHER of the above School.

Further details and application form from the Director of Education, County Hall, Hertford. Closing date: 21st March, 1980.

HERTFORDSHIRE
COUNTY COUNCIL
BUSHEY C. OF E. J.M.I. (VC) SCHOOL
Bushey
Church Road, Park Street, Nr. St. Albans.

Applications are invited from suitably qualified and experienced teachers for the post of HEAD TEACHER of the above School.

Further details and application form from the Director of Education, County Hall, Hertford. Closing date: 21st March, 1980.

HERTFORDSHIRE
COUNTY COUNCIL
BUSHEY C. OF E. J.M.I. (VC) SCHOOL
Bushey
Church Road, Park Street, Nr. St. Albans.

Applications are invited from suitably qualified and experienced teachers for the post of HEAD TEACHER of the above School.

Further details and application form from the Director of Education, County Hall, Hertford. Closing date: 21st March, 1980.

LIVERPOOL
METROPOLITAN BOROUGH OF SEFTON
Education Department
Hillside Primary School
Hillside Road, Southport
Group 4

HEAD TEACHER

Applications are invited for the post of HEAD TEACHER of the above School.

Further details and application form from the Director of Education, Hoghton Tower, Southport, Merseyside PR9 0TW. Closing date: 14th March, 1980.

LINCOLNSHIRE
FRIARWEY C.E. AIDED JUNIOR SCHOOL
Frieskney, Boston, Lincolnshire.
PE22 8HD.

(Group 3, Roll 119)

Applications are invited from suitably qualified and experienced teachers for the post of HEAD TEACHER September 1980. The successful applicant will be a practising Christian prepared to live in the village and maintain the close links between the parish church and the school.

S.A.E. for application form and further particulars to Divisional Education Officer, Sleaford House, Sleaford Road, Lincoln, Lincolnshire, LN2 7AN.

Closing date 17th March 1980.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
WALLSEND FIRST SCHOOL
(Group 4)

Appointment of HEAD TEACHER

Required from September, 1980, a suitably qualified and experienced teacher for appointment to the post of HEAD TEACHER of the above School on the Council's permanent establishment.

Application form and further details may be obtained from the County Education Officer, 20 Northside Street, Newcastle upon Tyne NE1 8PQ, to whom completed forms should be returned by 7th March 1980.

SANDWELL
(Metropolitan Borough of)
ABBEY HEATH SCHOOL
Smethwick

Required for September, 1980
HEAD TEACHER
(Group 6)

Application forms and further details are available from and returnable to the Director of Education, Sandwell House, P.O. Box 2, Lombard Street, West Bromwich, B70 8RO.

Closing date: 11th March, 1980.

SHEFFIELD (City of)
EDUCATION COMMITTEE
DANNY JUNIOR SCHOOL
Prospect Road, Sheffield S8 0HY
Number on roll: 270 (Nursery 52)

HEAD TEACHER for the Group 3 School.

Application forms are obtainable from the Chief Education Officer, P.O. Box 67, Leopold Street, Sheffield, S1 1RZ. Completed forms should be returned by 14th March, 1980.

SUFFOLK
COUNTY COUNCIL

Applications are invited for the following vacancies and appointments:

TEACHERS for the following posts which will come vacant in September, 1980:

BECCLES C.E. (A) JUNIOR SCHOOL
RAEDUNN INFANTS SCHOOL, Ipswich.
(Group 4)

Age range 5-7 years

Application forms and further details are obtainable from County Education Officer, Education Office, Crown Street, Ipswich (stamped addressed envelope please). Closing date March 17th, 1980.

WARWICKSHIRE
Appointment of HEAD
ARDEN HILL FIRST SCHOOL
off South Street, Atherstone

Applications are invited for suitably qualified and experienced teachers for the post of Head of the Group 4 School on its opening in September, 1980.

Application form and further details may be obtained from the County Education Officer, 20 Northgate Street, Warwick CV34 4SR, to whom completed forms should be returned by 7th March 1980.

WEST SUSSEX
COUNTY COUNCIL
ECHO BISSEX AREA
LAVINGTON C.E. JUNIOR (PRIMARY SCHOOL)
Duncton, Petworth, West Sussex

HEAD TEACHER for the Group 4 School.

Applications are invited from suitably qualified and experienced teachers for the post of HEAD TEACHER of the above School, which is a Group 4 Primary School.

Further details and application form from the Director of Education, County Hall, Chichester, West Sussex PO19 1RQ. Closing date: March 14, 1980.

Deputy Headships Senior Masters/Mistresses

BRENT
(London Borough of)
ROE GREEN JUNIOR SCHOOL
Kenton Road, Kenton, Harrow, HA3 0HD

DEPUTY HEADTEACHER (Scale 2) required for September, 1980, due to retirement. Responsibilities include Curriculum Development and Organisation.

Application form and further details from the Deputy Headteacher, Mrs. Lee, Roe Green Junior School, Kenton Road, Kenton, Harrow, Middlesex HA3 0HD. Closing date: 11th March, 1980.

continued on page 33

CITY OF SHEFFIELD
Family and Community Services Department

PRINCIPAL

[illegible]

The Authority is seeking people who are able and eager to develop an adventurous approach to children's services in Sheffield. This purposes building 40 place Centre will open in September to 8 Nursery Officers and will provide day care/education for children under 11year to15 years.

Duties will primarily involve the day to day management of the Centre, and effective liaison with Social Services, Education Department and parents in order to implement and develop the Departmental joint aims.

Applicants will essentially hold an appropriate qualification, relevant to their extensive work experience in a pre-school education/environment which may be in either an education or social services setting. Additionally, he/she will have proven management experience, ability in fostering and developing relationships within a multi-professional team and the professional skills to provide that team with guidance and support.

Removal/relocation expenses up to £750 in approved cases.

Application forms, job description and further information are available from the Recruitment Officer, Family and Community Services Department, Redvers House, Union Street, Sheffield S1 2JQ, tel. (0742) 734562. Closing date 15th March.

The Borough is within easy access of Central London and bordered by Epping Forest.

Required for September, 1980:

Thomas Gamuel Primary School

It is anticipated that the school will open in January, 1981.

Head Teacher: Group 6 School

Salary from £7,989 to £8,787 plus Outer London Allowance.

Projected roll: 360.

Application forms and further details obtainable at receipt of s.a.e. from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ. Closing date: 21st March, 1980.

London Borough of **Waltham Forest**

extra

SCHOOL VISITS

Photo by Peter Scopes

Teaching can be on a more personal basis aboard a canal narrow boat. Kevin Myhill with some of the pupils from Bishop Kirk School, Middle School, Oxford.

CAMPING ON THE WATER

Learning to live together and experiencing things directly were the main values of a canal trip described by Kevin Myhill

[illegible] feelings of the party of 21 [illegible]-year-olds were mixed when they [illegible]rived at the small, shabby looking wharf on the Bridgewater [illegible]al at Runcorn. Some, finding it [illegible]ard to control their excitement, [illegible]geted and joked, eager to inspect their home for the week. [illegible]hers were still weary after the [illegible]our coach journey that began [illegible] seven in the morning. And the [illegible], seeing that the two 70ft narrow boats hardly matched up to [illegible] standards of a Cunard liner, [illegible] some doubts about what they [illegible]re letting themselves in for.

The boats do not pretend to be luxurious cruise vessels. They are traditional working canal narrow boats, a fact soon appreciated by the children who came to feel [illegible] pride in the old vessels, and looked down on the modern fibre-glass craters which shared the canal.

The boats, owned by the Boat and Butty Company, look back to the great days of canal transport. Harry, a wooden boat, first started life in 1927, carrying Ovaltine, while his butty, St Austell, was built for work on the Birmingham Canal Navigations in 1942. While many of their fellows have long since disappeared these two live on, carrying goods in the winter and parties in the summer months. The two main commodities these days are salt in the Northwich area and coal. However, some summer [illegible]ing are scrubbed spotlessly clean and ready for their role as passenger boats.

The boats' owners, Marian Brewerton and Peter Shrubsall, epitomise the attitudes of canal people: a social friendliness and a great love of the canals that has developed over the years. Likewise the boatsman who comes with the boats is a cheerful canal character who is always ready to talk about his trade, his life. He is a mine of useful information and a great storyteller. One of his tales concerned the great snuff-box mystery. A boatman was once carrying a snuff up Wigao, and his [illegible] made him sneeze so violently that he disappeared over the side. Only his ghost has been seen since!

The object of the voyage was to involve the pupils as much as possible in the actual working of the boat. Before we set out, they were given the basic techniques of mooring and, although the boatman is always on hand, soon the children proved quite expert in handling the butty as it was towed by the motor boat. Every few hundred yards bridges, with a clearance of a foot each side, provided challenges to their steering skills. The butty boat, being without an engine, had to be pulled through several locks by hand, with the girls only too willing to show that they are not the weaker sex on these occasions. After a few locks pupils armed with windlasses (lock keys) were even ready to offer the assistance of the holidaymakers.

The trip consisted of a seven-day tour from Runcorn to Chester and back, mainly using the Trent and Mersey Canal and the Shropshire Union Canal—some 105 miles and 45 locks. As there was a 4 mph speed limit we had to spend a lot of time travelling, but at that speed there was plenty of opportunity to notice the many points of interest on the route. Sometimes we started as early as 6.30 am while occasionally we did not moor till 10 pm. But it was not a week of boat travel and nothing else.

Excursions off the boat included a study of Beeston Castle, a climb up to some 500 feet to appreciate both the panoramic views and the defensive qualities of this impressive thirteenth century castle.

The entrance to Chester by canal was one of the highlights of the trip. After dropping down five locks and then passing through an industrial quarter of the city, we were confronted with a narrow gorge immediately underneath the city walls. After this we gave the many tourists a chance to exercise their cameras as the boats dropped down the thirty-foot Northgate Staircase Locks. We spent a whole day in Chester where both the British and Chester Heritage Centres provided excellent assistance in the study of this city. The children would not have wanted to miss the more modern side of Chester—the Northgate swimming pool.

On the return to Runcorn we made a detour down the Andarton Boat Lift, which must feature in anyone's seven greatest wonders of our canal system. The boats are lowered in a chamber of water some 50 feet to the River Weaver below. The structure, built in 1875, represents an interesting system of cogs and counterweights. This was one of our most memorable experiences of the week. A short journey up the River Weaver past the ships loading salt from the ICI works brought the boats to Northwich, whose museum hopes to open an interesting display on the local salt industry in 1981.

The final leg back to Runcorn took us through the Preston Brook tunnel. This took some 20 minutes to negotiate and it was an eerie experience with its limited headroom. It also showed us vividly the skills and achievements of our canal builders some two hundred years ago.

At the end of the week we assessed what the children had gained. Their most important experience was of living away from home and fending for themselves for a week. This is, after all, camping on water; food has to be prepared, and washing up and all the other chores have to be completed.

And since the boats are not spacious the children must learn to get on with one another. The other main value of a trip like this is that of any field visit: experiencing things directly instead of taking them from textbooks—learning to map-read, for instance.

Finally, the ratio of staff to pupils means that teaching can be more direct and personal than is possible in school. In terms of staffing, it is often difficult to release more than one teacher from the school. We now overcome this by enlisting the help of two newly qualified teachers from the Department of Education at Oxford University.

As we travelled home on the coach the pupils also reflected on a most enjoyable week and remembered some of the lighter moments. For instance, the boy falling into the canal and after surfacing remembering his football scarf. This was a treasure not to be lost so he dived back to claim his prize possession. He was later seen at the sink, not washing any of his clothes but just this one scarf. I will always think back to the girl having telephoned home early in the week complaining of being homesick, on the coach that final day crying because she did not want to leave the boat!

BEYOND THE STRICTURES OF THE CLASSROOM

The London museums are constantly revising and expanding their education programmes and facilities. Jane Blatchford has been making a practical survey of the services available

[illegible] museums are indisputably [illegible] the capital's richest and [illegible] accessible educational [illegible]. They are visited daily by [illegible]nds of local schools engaged [illegible] and particularly in the [illegible] months by countless [illegible]ies on annual outings. The [illegible] Museum received over [illegible] parties last year while the [illegible] and Albert [illegible] welcomed [illegible] schoolchildren into the [illegible] galleries alone.

[illegible] the cathedral-like spaces of [illegible] Natural History Museum to the [illegible] intimacy of Bethnal [illegible] Museum of Childhood: [illegible] gloriously colourful ethnic [illegible] at the Commonwealth [illegible] the fascinating [illegible] of the Imperial War [illegible] and its exciting links [illegible] nearby Young Vic [illegible] the Geological [illegible] "Story of the [illegible] to the intriguing [illegible] in the Wellcome [illegible] The Museum of Mediciny [illegible] a unique [illegible] to enjoy their learning beyond the strictures of the classroom.

One of the most significant developments in recent years has been the expansion of the educational services within museums and the coordinating work of Gene Adams, the ILEA's museum education adviser. While recognizing the importance for provincial schools of the one-off day trips, there is a clear feeling amongst museum staff that a visit should have a well-defined educational aim, integrated into class work and organized to maximize the experience of seeing, handling and interpreting the museum's collections. Primary children especially need colour, surprise, novelty and involvement—a feeling of fulfilment at something already learnt. If a visit is to be genuinely fruitful then all pupils need thorough preparatory work and purposeful follow-up.

In the practical planning of a museum visit certain basic guidelines are imperative. All concerned should have a plan showing the date and time of visit, details of programme, address and telephone number of the museum, the name of the museum education officer, route and means of transport, parking provision, lunch arrangements, cafeteria, seating and toilet facilities and a reminder about group behaviour. Clip-boards, crayons and pocket-money need also to be discussed. Education Officers at the museums will always check details and give generous advice on the possible educational programme.

In the South Kensington complex the Children's Section of the Science Museum with its emphasis on participation and learning through experiment has been a traditional Mecca. Later this year a new Schools Reception Centre opens with improved cloakroom space, assembly areas for parties and a viewing room where groups can see short audio-visual introductions to the galleries. Lectures lasting from 20 to 45 minutes are available for ten-year-olds and above, together with several specially designed worksheets and quiz-guides (5p each) on farming (ancient and modern), the moon, railways and the development of digital calculating machines.

The Victoria and Albert Museum, with its vast corridors and galleries, recommends visits and accompanying talks centring on one small field of interest. The museum runs outside lads service which might complement classroom activities on comparative religions, drama or home economics. A Tudor guide book for pupils examining the period through the objects in the Primary Galleries is another valuable resource. Its worksheets (in several languages) on eighteenth century interior design or the Raphael cartoons are expertly geared towards older pupils. Eileen Graham's excellent poster on The Devonshire Hunting Tapestries and the worksheet called "Tintern To Northanger" which links paintings with literature, studied by pupils are well worth investigating.

Guided tours taking in the dinosaurs, the blue whale model and the Bird Gallery are available at the Natural History Museum on Tuesday to Friday mornings for primary schools, again supplemented by some very practical and straight-forward booklets. These have the merit of a lucid typography and a question-and-answer section which demands an enquiring eye but does not consume too much of a 10-year old's roving interest. A substantial range of sheets has been designed for 11 to 16 year olds on ecology, aiming to help pupils pick out the main ideas in the exhibition, check their understanding as they go along and build up their own written record of the subject. In common with the activity sheets on the Human Biology exhibition, the material is an active encouragement to pupils to study exhibits in close detail and to record findings in words and illustrations. A further promising initiative is the development of study guides, on the theme of evolution and diversity, which will relate museum work to exam syllabuses.

Since the opening of the Museum of London, near the Barbican, in December, 1976, response has been so overwhelming that it is vital for schools now to make prior bookings. Classrooms, cloakrooms and a refectory which can accommodate up to fifty children are all excellent, as are the sessions with education officers in which pupils

continued overleaf

extra

"Beyond the classroom" continued

can handle period objects from the city's history. The museum's exemplary design, with several carpeted galleries, allows pupils to move through the pages of history from Bronze Age farmers on the Thames through Pepys's London to Lyons Corner Houses. Again, handsome worksheets on anything from Tudor architecture to the Plague and Civil War make any visit to the Barbican museum a rewarding outing.

The Museum of Mankind in Burlington Gardens houses the ethnography department of the British Museum and offers a dazzling collection from the indigenous people of Africa, Australasia and the Americas. Among the many film shows guaranteed to captivate the average lower-secondary group and worth including when booking a visit, are ones on Trobriand Cricket, the life of the Netsilik Eskimos, the Asmat woodcarvers and Bolinese music-making. Worksheets on Captain Cook, the Yoruba people, the Solomon Islanders and the Australian Aborigines are bold in format and ideal introductory aids to their topics.

The Horniman Museum, perched on the South Circular and boasting an outstanding park, animal enclosure and nature trails, hosted nearly 2,000 school parties last year and provides a discerning education service. Introductory talks are given to student teachers; advice on films, slides and handling material in the Education Centre is practical; and cloakroom and lunch facilities for pupils are more than adequate. Information sheets for teachers on subjects as diverse as North American Indian costume, Belivian devil masks, Eskimo arrowshafts, and membranophones and cordophones are informative and comprehensive, and can readily be adapted to suit the individual interests and abilities of the visiting party.

The Museum of Childhood in Bethnal Green, although lacking a refreshment room and cloakroom facilities, is admirable for primary pupils. Children are encouraged to sit on the carpeted areas, investigate the beautiful puppets, games and doll collections and draw or perhaps follow up a story or rhyme prepared in school. An extensive booklist offers suggestions for teachers and pupils to link novels and poems with material in the museum. Holiday events are an important area of the museum's educational work, and several published leaflets would make a fine resource for CSE Child Development projects. One distinctive feature of both the Horniman and Bethnal Green museums is the guidance supplied to teachers of partially hearing pupils and of the mentally and visually handicapped.

The immense popularity of the Geffrys Museum means that visits need to be booked a term in advance and parties are expected to have a good working knowledge of their subject on arrival. The museum's whole-day project visits are full of scope: children can handle source material and so experience the hardness of carved oak or the smoothness of porcelain. Drawing plays a major role in concentrating attention on the detail of the decorative arts. Liaison between teachers and the museum staff is strongly emphasized. With lessons actually conducted in the period rooms and employing a wealth of splendidly easy worksheets, children get a real chance to develop a feel for a particular age.

The variety of education resources provided for in London's museums clearly extends beyond the few examples mentioned. Increasingly, imaginative policies are bringing the stately pleasure domes and classrooms closer together. A child's first encounter with a museum can be the beginning of an education for life. It is crucial that those first meetings are both enriching and positive.

School visits have become part of the course at Bishop Grosseteste College

LENDING A HAND IN LINCOLN

By Joy James

Hard-pressed teachers taking children away on residential visits have often cast around to find students willing and able to lend a hand. In Lincoln, the involvement of students on school residential visits has developed beyond the ad hoc arrangement to become an integral part of their college course.

As a result of contacts between college tutors and heads, advisers and schoolkeepers, parties of children come to stay at Bishop Grosseteste College, using it as a base from which to explore the locality. The children range in age from eight to 11, and stay for up to a week. A tutor and a group of about 15 students work with each party for the duration of its stay.

It is an arrangement from which all concerned seem to benefit. The children gain from a close working relationship with an adult who is able to give them almost undivided attention. The students gain professional skills through initiating and sustaining the children's work, and learn the realities of caring for children on a round-the-clock basis. Teachers, having recovered from the initial shock of being able actually to relax at times during a school visit, take on a teacher-training role, guiding the students, rather than intervening directly with the children's work.

Before the parties arrive, teachers visit Lincoln to discuss with tutors the programme for the week, the degree of responsibility to be taken by the students, and places to be visited. The cathedral proves the magnetic centre of most visits, along with the limestone quarry from which the cathedral stone is cut, and the workshops in which it is carved. Groups may also explore the Roman defences or the medieval quarter.

Work produced by the children on a residential week is of a high standard.

Most of the places visited within Lincoln are within walking distance of the college, and students bring the children back to do follow-up work in the primary house, an open-plan working area designed for use by both students and children. Faced with a completely flexible time-table and a wealth of possible starting-points, the challenge for the student is to help the children pursue a particular line of enquiry in depth, rather than leaping from one interesting activity to another.

For many students the residential week comes soon after the [illegible] of their course. [illegible] problems which will have to be resolved. How do they show a sick child from a particular interest in a piece of work seeming to wane? What should they do when the children ask questions to which they don't know the answer? How do they cope with a child who is [illegible] modelling [illegible] will be needed when working with the children. Sometimes students are able to visit the schools from which the children will be coming. On other occasions the children introduce themselves by letter ("My favourite meal is curry. I am 1m 43cm tall. My brother is coming to Lincoln and I don't want to sit with him.").

On arrival, the students help the children to unpack and to find their way around, quickly coming to terms with the anxieties and excitements of children away from home often for the first time. During the course of the week they will have to help cope with problems ranging from homesickness to bedwetting, as well as keeping the children well occupied throughout each day.

The intensity of the experience for students and children is underlined by the fact that [illegible] between productive intervention, and confidence-sapping interference.

The children return home, and the students, exhausted, take stock of what has been achieved. For the children, whether from Inner London or from rural Shropshire, Lincoln has presented a contrasting view of life, and the students have been able to catch something of the child's view; "Did they build the cathedral to get the tourists in?" or (as one West Indian child asked the Bishop) "Do you know God?"

Frequently there is the opportunity for students to make a return visit to the schools from which the children came. [illegible] Lincoln has been followed up, to meet local advisers and to talk to parents (an important part of a teacher's job, but one which students normally get little chance to practice).

During a planning session before one visit, a student suggested that the coming week could give the children a whole new outlook on life. Such grandiose hopes were greeted with sceptical amusement, but a month later the parents of a child she had worked with told her: "He's quite different since he came back from Lincoln. Before, he used to watch television all the time, now he goes out and does things. Before, we had a terrible job getting him to school. Now he goes out early without prompting."

There are many students too who are able, as a result of this week with children, to approach teaching with less apprehension and greater confidence and excitement.

GETTING TIRED OF GREAT MASTERPIECES?

Bernard Denvir recommends some of the smaller, less familiar museums of Paris

Paris is the greatest art centre in the world. This we all know as we queue to have a quick peep at the "Mona Lisa", climb wearily past the "Winged Victory of Samothrace", drop a hurried curtsey to "Le Déjeuner sur l'Herbe". But we are limiting our cultural horizons if we stick to the Louvre and the other big museums. Paris has a multitude of smaller, less familiar shrines of culture—more than a hundred in the city and some forty in the suburbs. To anybody who's getting tired of Great Masterpieces, they offer a bewilderingly large variety of delights, some exotic, some mere familiar, often in a charming and intimate setting of a kind that can provide a welcome relief to the wearying magnificence of the Louvre or the Grand Palais.

The appeal of some of these smaller institutions is of a limited kind. Masochists may well want to visit the Musée Fauchard at 45 rue de la Tour d'Auvergne (Métro St Georges; open daily, excepts Saturdays, 9-11.30; 2.30-6), which was founded by the dentist of Charles X, and contains a historic selection of dental instruments, and related horrors going back to Persian and Egyptian examples of the pre-Christian era. In the present economic climate there might be some point in a quick dash to the Musée de l'Assistance Publique at 13 rue Scipion (Métro: Gobélins; open daily except Mondays and Tuesdays, 11-5, admission 2 francs), and for anyone interested in teaching, the Museum of the History of Education, 29 Rue d'Ulm (Métro Luxembourg; Mondays to Fridays, 9-12; 2-6) with its collections illustrating all aspects of education is a must.

Of more general interest is a whole range of museums connected with hobbies and with arts other than painting. Horse-lovers are well catered for with the Hermes Museum at 24 rue du Faubourg, Saint-Honoré, reassuringly close to the British Embassy (Métro Concorde, Mondays-Saturdays, 9.30-1.15; 2.15-6) which contains a fascinating collection of things relating to horses, carriages and the like, with some miniatures of eighteenth and nineteenth century coaches and paintings by Constantin Guys and other illustrators of equine high life. Hunting has its own museum housed in the magnificent Hôtel de Guénégaud at 60 rue des Archives (Métro Hotel de Ville; open daily except Tuesdays, 10-5, entrance 5 francs) and devotees of tobacco will no doubt find their way to the Seita Museum at 12 rue Surcouf (Métro La Tour Maubourg; daily except Sundays, 1-5 pm) where are displayed practically all the utensils men has over devised to stimulate carcinoma and forlorn Heart-attacks.

Criminology is catered for not only in the Maigret-haunted Police Museum, 36 quai des Orfèvres (Métro Hotel de Ville, Thursdays only, 2-5) but more interestingly at one devoted entirely to forgeries, 16 rue de la Faisanderie (Métro Porte Dauphine, Mondays to Fridays, 8.30-5) which is concerned with commercial rather than artistic deception. This does not include the no doubt mythical bottle of Japanese burgundy with the inscription, "Beware of French Imitations".

For those interested in the theatre the Comédie Française Museum (Métro Palais Royal) is essential; though general admission is available only on Sunday mornings, appointments can be made. Not only does it have some fabulous paintings and sculpture, but a lot of Molière memorabilia, including a painting of him by Mignard playing Julius Caesar, and the chair in which he was sitting when he had his terminal heart attack.

For musicologists there is a fascinating collection about opera history in the Opéra (Métro Opéra Mondays to Saturdays, 10 to 5) and some 3,000 historical musical instruments at the Conservatoire de Musique, 14 rue de Madrid (Métro Rappe, Thursdays and Saturdays 2 to 4.30; closed from July 15 to October 10).

Fashion history is featured in the old Musée Galliéra, a superb early twentieth-century mansion, 11 avenue du Président Wilson (Métro Iéna, daily except Tuesdays 10 to 12; 2 to 6) and close by, in the place d'Iéna, is one of the most famous collections of Asiatic art in Europe at the Musée Guimet (same except Tuesdays, 9.45 to 12; 1.30 to 5.15; 5 francs).

Another important Eastern collection is at the Musée Cernuschi, 7 avenue Velasquez (Métro Monceau, open daily except Mondays, 10 to 5.40; 4 francs).

Near here too is the Musée Nissim de Camondo at 63 rue de Monceau (daily except Mondays and Tuesdays, 10-12, 2-5; 5 francs), a ravishing eighteenth century house stuffed with beautiful furniture and interesting paintings, which until a few decades ago was lived in by a wealthy family of Italian Eastern extraction—there are no photographs of them about the place.

This is typical of a whole series of family houses bequeathed to the nation—smaller versions of the Wallace Collection in London—of which give a much more direct sense of the past than more formal museums. Among the more important of these are the Musée Cognacq-Jay at 25 boulevard des Capucines (Métro Opéra daily except Monday, 10-5.40; 4 francs for on Sundays) with its superb brondts and Watteaus and the nearby Musée Jacquemart-André, 158 boulevard Haussmann (daily Mondays and Tuesdays, daily 10-5.30) with Italian Renaissance as well as French eighteenth century material.

But the most surprising and most rewarding of all is the Musée Marmottan at 2 rue Louis-Boilly (Métro Muette, daily except Mondays, 10-5; 10 francs). When you enter this beautiful Empire house, if you turn right you are in a suite of First Empire style with a remarkable collection of Directoire and Imperial furniture and paintings, the whole circling a charming garden.

Turn left, and you will find the most comprehensive collection of Monets in the world, accompanied by personal documents and works of his contemporaries, Renoir and the like. The whole place is a jewel-lection.

Another category of small museums of great charm and interest is that which consists of the lovingly preserved homes and studios of famous artists and writers, where you can still feel their presence, touch the things they touched, see the views of life they saw. Amongst the most beguiling of these are the studio of Delacroix, with its lovely garden, 6 place de Fürstenburg (Métro St Germain-des-Prés; October-April, 10-12; 2-5; April-October, 10-12; 2-5; but more interestingly at one devoted entirely to forgeries, 16 rue de la Faisanderie (Métro Porte Dauphine, Mondays to Fridays, 8.30-5) which is concerned with commercial rather than artistic deception. This does not include the no doubt mythical bottle of Japanese burgundy with the inscription, "Beware of French Imitations".

For those interested in the theatre the Comédie Française Museum (Métro Palais Royal) is essential; though general admission is available only on Sunday mornings, appointments can be made. Not only does it have some fabulous paintings and sculpture, but a lot of Molière memorabilia, including a painting of him by Mignard playing Julius Caesar, and the chair in which he was sitting when he had his terminal heart attack.

For musicologists there is a fascinating collection about opera history in the Opéra (Métro Opéra Mondays to Saturdays, 10 to 5) and some 3,000 historical musical instruments at the Conservatoire de Musique, 14 rue de Madrid (Métro Rappe, Thursdays and Saturdays

extra

A PERIOD ATMOSPHERE

Gillian Thomas on the Young National Trust Theatre

"Will you take venison oc boar's head, M'lady?" asked the servant. Then, bowing deeply, he retreated to convey m'lady's desires to the cook. In the kitchen, helping to prepare a banquet was a group of somewhat inexperienced undercooks—in fact 10-year-olds on a school visit. For this was a Young National Trust Theatre production of a stately home.

Four of the trust's properties are staging productions this season—Beningbrough Hall, Buckland Abbey, Clandon Park and Little Moreton Hall. At each one, schools are invited to join a small group of professional actors in re-enacting a story related to it.

The aim is to capture the atmosphere of the period and make the place come alive. The actors take the parts of the main characters, while the children dress up as servants, soldiers, villagers and so on.

The children also help to create the storyline. A basic plot is worked out beforehand, but ample room is deliberately left for adlibbing. So exactly how the "production" turns out depends very much on those involved.

This is the Trust's third season of theatrical events for schools. The idea was first tried out at Sudbury Hall, Derbyshire, when John Hodgson was curator there. He invited Pat McCree, a local drama teacher, already working in educational theatre, to bring her small company of actor-musicians and put on a production designed to involve schoolchildren.

It was such a success that Mr Hodgson, who has since become the Trust's educational adviser and is now based at Lacock Abbey, extended the idea to other properties. Ten thousand children took part in productions last year at six venues.

Due to mounting costs there are only four houses this year, though the company is spending longer at each one. They are concentrating on two periods, Georgian and Elizabethan. In addition, by way of experiment, the final two weeks at Little Moreton Hall will be almost all secondary-age children rather than the normal age range of eight to 11 year olds.

"They will need a slightly different approach but we are all looking forward to the challenge of involving them", says Mr Hodgson. "Younger children find it very easy to enter the world of make-believe!

"We split them into groups of about a dozen and get them doing typical pursuits of the period, centred on one of the main characters. This might mean anything from preparing a meal to acting as a jury in a trial. We usually manage to get in at least one sword fight as battles always go down well, particularly with the boys!"

School boys acting the part of very junior gentlemen's gentlemen in a Young National Trust Theatre production.

Six actors are involved in each production, drawn from a nucleus of 12. All have experience in working with children; some as teachers. In order to immerse themselves both in their character and the period, they each research the part they will portray. Then there are two weeks of rehearsal at the property itself to work out story lines.

Through the scheme the National Trust is undoubtedly reaching out to a whole new public of potential visitors. This is a bonus as the primary intention is to give children a lively experience of history. On this score it seems to have succeeded too. As one child put it: "This afternoon has been as good as a whole term in my classroom".

To take part in performances schools should apply to the Administrator, the Young National Trust Theatre, 42, Queen Anne's Gate, London, SW1 (01-222 9251). The cost is £1 per head and about seventy children can attend each one. There are two performances each weekday of approximately one-and-a-half hours.

The dates of this year's productions are: March 10 to 27 at Clandon Park, Surrey. This is a Palladian-style house built in 1733, formerly owned by the Onslow family. It has fine collections of eighteenth-century furniture and porcelain and the production will depict the Georgian period.

From April 28 to May 16 (excluding May Day)—Beningbrough Hall, North Yorkshire, a richly decorated baroque house built in 1716 by John Bourchier. A large selection of baroque and Palladian paintings from the National Portrait Gallery is on display there and the Georgian period is being recreated.

From June 9 to 27—Buckland Abbey, Plymouth. Built in 1278 by Cistercian monks, it was extensively modernized and then bought by Sir Francis Drake in 1581. The house is closely linked with the turbulent history of the area, particularly during the Civil War. The plays there will centre on the Elizabethan period.

From September 15 to 26—Little Moreton Hall, one of the best-known examples of half-timbered architecture in England. Though now only sparsely furnished, the fine Tudor and Elizabethan craftsmanship shows up well in the carpentry, plasterwork, painting and glazing. The production is for secondary school children on an Elizabethan theme.

CATHEDRALS IN CONTRAST

Cathedrals are one of the most consistently underrated aspects of our national heritage, especially by children, writes Nigel Richardson

So you could say that Liverpool, city of Lions, Birds and Beatles, of Roger McGough and Bob Paisley's team, lacked variety. The wartime bombsites and uncompleted urban redevelopments contrast with a skyline dominated by the famous Royal Liver building, the neo-classical St George's Hall and St John's Beacon with its revolving restaurant 450ft above ground level. The prosperity of the shopping and office precincts with the rambling rows of buildings on the road out of the city. The well stocked with the superb collection of paintings in the Walker art gallery. And barely a mile apart at opposite ends of the appropriately named Hope Street, two modern cathedrals so entirely contrasting in design that together they make an ideal school visit.

Liverpudlians tell the story of a young trench soldier in the First World War building earthworks in the Middle East. His skill was spotted by a general, who said to him: "Young man, you have talent. Have you ever tried your hand at this kind of thing before?" "Only really. The soldier was Sir Giles Gilbert Scott, architect of Liverpool cathedral, or rather, the building had begun to his designs in 1904 and, despite a West End of modified size, the building has become the largest Anglican cathedral in the world, and is second only to St Peter's, Rome in overall dimensions.

Seventy-five years and two world wars later, the cathedral is all but complete and its acoustics are prodigious. A 9,000 pipe organ; its 53 bells is the heaviest in the world; its east window is the tallest in the country. The final touch, the first Gothic cathedral since the Reformation and, with a fine west window of modern design recently added, the overall effect is a wonderful blend of the medieval idea with modern technology. Its scale is truly awesome.

It would be hard to imagine a greater contrast with this than the Roman Catholic cathedral of Christ the King, just walking distance away on Brownlow Hill. Here in the 1920s, before ecumenism reproduced religious competition and in an age when church building on the grand scale was thought to be a defence against Communism rather than playing into its hands, Edwin Lutyens planned a vast neo-classical design. His model, until recently on display in the 1930s exhibition at the Hayward Gallery in London, aroused great controversy—according to the late Carmel Heenan's outspoken autobiography, some called it the ecclesiastical masterpiece of the century, others seeing it as "the monstrous creation of a pagan megalomaniac". Either way, its estimated cost was over £3m even in the 1930s and work halted when war came in 1939. Its crypt, the only completed section, remains an interesting example of what might have been.

When Heenan became archbishop of Liverpool in 1957 the design, now estimated at £25m, was abandoned and an open competition held for designs for a new building to cost not more than £1m at the prices of that day. From more than 3,000 entries and two miles of drawings, Sir Frederick Gibberd's ultra-modern plan was adopted and made into reality in four years. It has variously been likened to a pagoda, a spaceship and a rocket, and nicknamed "The Mersey Funnel", but it is money well spent. Here we have a real space-age cathedral—only 7ft shorter than the Anglican building, with a central altar, concrete walls, marble floor and no pillars to clutter the view. One's eye is immediately drawn to the huge centre crown of thorns and the magnificent use of glass in the lantern above.

Both cathedrals offer guided tours to school parties and both produce an impressive range of guidebooks, souvenirs and postcard photographs for project fodder. It would be well worth acquiring copies of the young person's guide to the Roman Catholic cathedral and the quiz leaflet for the Anglican one. And here too, more than for most visits of this type, time would be well spent on some

continued overleaf

USE THE WORLD AS YOUR CLASSROOM

School Travel and Exchange is a comprehensive guide for teachers, parents and youth leaders listing thousands of educational study and adventure activities in Britain and around the world for those between 8 and 18.

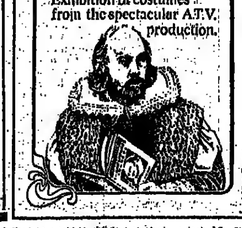
The latest edition costs £1.25 and can be obtained (post free) from the Central Bureau for Educational Visits and Exchanges, 44 Baker Street London W1 where personal callers are also welcome.

Imperial War Museum
DUXFORD AIRFIELD
HMS BELFAST

For full details of talks, films and worksheets, ring or write to
Schools Officer, Imperial War Museum, Lambeth Road, London SE1 6HZ
Tel: 01-735 8922

Sudeley Castle AND GARDENS

'Will Shakespeare'
Exhibition of costumes from the spectacular A.T.V. production.



Historic Sudeley Castle, art treasures, beautiful buildings and gardens.
Fabulous New Children's Adventure Playground.
Restaurant, Gift and Produce Shop.
Open daily 12 noon – 5.30 pm (grounds from 11 am) March to October inclusive.
Party rates available.
Tel: Winchcombe (0242) 602308
SUDELEY CASTLE, WINCHCOMBE, GLOUCESTERSHIRE
Just North of Cheltenham on the A46 to Stratford

HATFIELD HOUSE

Celebrated Jacobean House (1611) of The Marquess of Salisbury

OPEN 25th MARCH TO 12th OCTOBER 1980

Every day except Mondays and Good Friday. Also open on all Bank Holiday Mondays. Weekdays 1200-1700, Sundays 1400-1730. Bank Holiday Mondays 1100-1700.

● Many historical connections ● Ideal for school visits ● Special reductions for parties ● Combined travel and entrance to House and Exhibition arranged by British Rail ● Entrance opposite Railway Station. ● Large Park and Gardens ● Picnic Area ● Costume Exhibition "FASHION THROUGH THE AGES" this —THE NATIONAL COLLECTION OF MODEL SOLDIERS ● Palace of Hatfield (1497) home of Elizabeth I.

For further details write or telephone: The Curator (Dept. T), Hatfield House, Hertfordshire AL9 5NG. Telephone: Hatfield 62823.

Hopetoun House—*Scotland*

Hopetoun House Deer Parks and Nature Trail

A learning experience of the 18th century

School Education Day Centre now open to receive parties daily.

For further information please contact The Administrator, Hopetoun House Preservation Trust, Hopetoun House, South Queensferry, West Lothian EH30 9SL. Telephone 031-331 2451/1546.

Bekonscot Model Village

Beaconsfield. Tel. 0494p 2919

Open all year round
Model Railway in operation from Easter to end of October
Hours 10 a.m. to 5 p.m.
Two Picnic Areas. Ample Parking
Paradise for Junior Children
Entertaining and Informative for older Children in particular the Railway and Model Buildings
Entrance Fee: Adults 40p
Children 25p (3-16 years)

SPECIAL RATES FOR PARTIES

MUSEUM OF CHILDHOOD

MENAI BRIDGE, ANGLESEY, NORTH WALES

Highly commended in the 1979 National Heritage Museum of the Year awards

Viewing the 1,400 items in the museum is a uniquely memorable experience for children and adults. The exhibits illustrate the more pleasurable side of family life over the past 150 years.

Illustrated brochure, sent post free, will give details.

Open daily Easter to October
Other times by arrangement

ADMISSION: Adults 50p, Children 30p
GROUP RATES AVAILABLE

TELEPHONE: MENAI BRIDGE 712498

THE MUSICAL MUSEUM

A collection of 50 lens of instruments which play automatically! See AND HEAR automatic pianos! Self playing violins! Orchestrations, music boxes, vocalises others! and the finest sounding Wurlitzer Theatre Organ in Europe. Adults £2.50 is made for private parties. No party to exceed 50 in number. During winter months private parties accommodated by special arrangement. Send S.A.E. for form P.V.15. Payment in advance on confirmation of booking. 368 High Street, Brentford, TW8 0BD. 01-560 8108. By the tall gas holder near Kew Bridge.

The Shakespeare Birthplace Trust Stratford-upon-Avon

School parties are welcome to visit the Shakespearian properties (Shakespeare's Birthplace, Anne Hathaway's Cottage, Mary Arden's House, Hall's Croft, New Place). Special admission permits for schools. Lectures on Shakespeare, etc. can be arranged. For details please send stamped addressed envelope to the Director, Shakespeare Centre, Henley Street, Stratford-upon-Avon (0789/4016).

DODDINGTON HALL

SANDFORD AWARD 1979.

Elizabethan mansion with superb contents and beautiful gardens. School parties a speciality. Nature Trail. Forestry Trail. Six Teachers Packs. Enquiries: Doddington (05227) 211 Doddington is 3 miles west of Lincoln on B1190.

SUFFOLK WILD LIFE AND COUNTRY PARK

KESSINGLAND

Five miles south of Lowestoft on A12. Beautiful country park with collections of foreign and native animals and birds. Reptile house and Pet's Corner. Cafeteria and Shop.

Ring Lowestoft 740261 for admission charges

Free Car Park Picnic Area

EURAUBERGE BRITTANY

Accommodating. Sains activities with local primary/secondary schools, etc. Canoes/bike hire, e.b. for expeditions from St. Malo. Internat. reply coupon. *Coat Salaf, Pleudaniel, 22740 FR.*

THE BLUEBELL RAILWAY

Operates Vintage Steam trains between Sheffield Park and Horsted Keynes. Situated on A275 between East Grinstead and Lewes.

Car Park: Buffet: Museum Refreshment (certificate available free on request)

Train runs:
January: February: and December—Sundays only.
March, April and November—Saturdays and Sundays.
May and October—Wednesdays, Saturdays & Sundays.
June to September—Daily.

Stop for Uckfield and Lewes is Sheffield Park Station, Nr. Uckfield. Easy Access, or phone Newick 3379.

THE WILDFOWL TRUST

Peakirk. Tel: Peterborough 252271. (In Peakirk village 7 miles north of Peterborough, off A1443 signposted at Thorney road end of Peakirk village.) Open all year 09.30-18.30 (or dusk). Closed Christmas Eve and Day. Adm. prices on application. Refreshments for booked parties. Description: Many different species of wildfowl in natural surroundings.

Jewish Museum, Woburn House,

Upper Woburn Place, London WC1H 0EP
Tel.: 01-387 3081

A comprehensive collection of ritual objects and antiquities illustrating Jewish life and worship. Open to the public Mon. to Thurs. 10.30 a.m.-5 p.m.; Fri. and Sun. 10.30 a.m. to 12.45 p.m.; closed Jewish Festivals and National Holidays.
Conducted tours by prior arrangement with the Secretary.

Craftz Council,

12 Waterloo Place, SW1Y 4AU
Tel: 01-839 1917

INFORMATION SERVICE ON THE CRAFTS

Slide Index, Temporary Craft Exhibitions Customist Weaving: The Irish Inheritance, Mon-Sat, 10 a.m.-5 p.m. admission free.

Gower Coast

Pony Trekking or Leisure holidays/weekends.

Families or parties, farmhouse accommodation, ideal base for environmental studies. Qualified tutor guides available. Field studies and outdoor activities. Fees by arrangement. S.a.e. Pero-Le-Bros Trekking Centre, Pwll-Le-Gwas House, Parkmill, Swansea. Penmaen 835.

extra

KENSINGTON COMMONWEALTH

From the fun of Divali day and Trinidad carnival to serious debates on international issues, the Commonwealth Institute offers a rich programme for school visits.

David Wickers reports

Beneath its distinctive green span roof the Commonwealth Institute in London houses a remarkable display of worlds and ways of life that reflect the enormous cultural diversity of the Commonwealth. The three circular floors are effectively a supermarket of imaginative presentations, each one designed and financed by the 42 participating countries.

Far from relying on a few photographs on the wall or artefacts tucked away in glass cases many of the exhibits are designed to come alive and create a genuine sense of national atmosphere. A walk into Malaysia, for example, will trigger off not only a multi-screen sight and sound environment but the actual temperature and humidity within the simulator rises to match the unbearably stifling tropical climate.

In contrast, New Zealand's star attraction is the mechanical cow: press the button and the see-through beast appears to breathe, its intestinal systems seem to circulate and milk squirts from its udder into a bucket. (The model depicting the sands and shores of Kenya is actually so evocative of the real thing that the Institute can has been known to choose it as its litter!)

The individual displays are frequently boosted by special exhibitions whose theme pervades the entire building, sometimes even filtering through in flavour the cafeteria's menu with ethnic influences. From June 25 until September 7 there will be an important exhibition of masks, widely interpreted from body painting to uniforms, and all helping to explain human relationships in a highly novel way.

Last year well over 100,000 children, in parties organized by schools throughout the country, came to the Commonwealth Institute. Throughout the school year, in addition to the permanent exhibitions, many special programmes are organized for such parties. During the regular, and highly successful, Focus Weeks class size groups (from third year juniors and upwards) spend just under an hour during their visit actively participating in a country's way of life, usually under the guidance of someone from the country concerned.

The activities room takes on the appearance of the place (as far as possible within the walled confines off Kensington High Street) and children hear music, learn traditional dances (the limbo, Caribbean style, perhaps) handle musical instruments and other objects, try on costumes, play games, cook and eat national foods, and even, during Canada week, toboggan on the dry gallery slopes. This theatrical approach is a far cry from sitting cross-legged on the floor, listening to a boring talk, and an experience that children relish.

On the many one-day events up to 800 children (from seven years and up, with a maximum of 70 per school) can come to celebrate various festivals. Divali Day, the Hindu festival of lights, is enjoyed with fireworks, Divali sweets and garlands. For the Trinidad carnival, everyone comes in school-made costumes and dances to a steel band. This year, to mark the Chinese Year of the Monkey, children brought lanterns and monkey masks, and to further lend authenticity to the occasion Chinese students performed a traditional and colourful lion dance and a Chinese family demonstrated their customary way of celebrating the New Year.

On May 15 and 16 there will be a Come Walkabout, two days of Australian film, with traditional folk songs, a digeridoo contest, the making of rubbings of ancient aboriginal carvings, a search for gold nuggets in the bush and a barbecue.

For older pupils the Institute offers a series of talks by outside speakers often on highly controversial issues that affect the Commonwealth (sometimes pecking behind the glossy veneer of some of the exhibitors). These are aimed at CSE, sixth-form A level and further education students, although they also attract a more general audience interested in the broader aspects of international understanding.

Last autumn, for example, speakers on "Problems in Development" ranged from two refugees who dealt with the refugee problem in South-East Asia, to Donald Woods who covered the life and death of Steve Biko. Although the subjects listed in the programme are specific, the Institute welcomes requests from schools for topics of more direct interest or relevance to its pupils, and, similarly, with the events aimed at younger children, schools are encouraged to suggest themes that relate to their own project work.

Some of the schoolchildren who attended the opening of the Newsround Africa exhibition in January with Mr Saurimal Chatterji, a guide from India.

School groups should book in advance before visiting the gallery displays (including the cinema and art gallery), and well in advance for the special programmes. All schools receive advanced notice of forthcoming programmes; others should write (enclosing a sae) for programmes, booking forms and requests for free worksheets (either general coverage or dealing with the displays of individual countries) to:

The Schools Reception Centre,
Commonwealth Institute,
Kensington High Street,
London W8 6NQ.

Opening hours are from 10am till 4.30 pm (Sundays 2 to 5 pm). Entrance is free (with occasional exceptions for special programmes). Apart from this special programmes there is no age limit. Handicapped children are welcome; there is a lift access for wheelchairs; an induction loop for those with hearing difficulties and tapes of objects to hand is available for those with restricted sight.

The Commonwealth Institute prefers teachers to make a preliminary visit wherever possible, but it is important that children come to the special programmes with a basic knowledge about the visitor country—where it is, its climate, natural features, capital and so on—prior to the visit.

"Cathedrals in contrast" continued advance historical preparation, both on the cathedrals and on the city as a whole.

For this, the city public relations department has a number of useful publications on modern Liverpool and there is an excellent children's history by Sarah Allen entitled *My Liverpool* (Dinosaur publications, available on the Anglican book stall). And because each cathedral has an annual and interesting history of its own it would be worth acquiring Joe Riley's *Today's cathedral* (Anglican) or John Beeson's *Crown of Thorns* for a description of how each building came into being and the purposes it was meant to serve. David Macaulay's *Cathedral*, published by Collins, is an excellent and highly original guide to the way in which medieval churches were built and a book which can provide a valuable contrast with modern construction techniques.

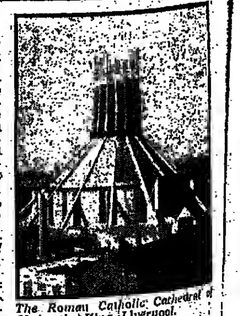
Cathedrals are one of the most consistently underrated aspects of our national heritage, especially by children, and the twentieth century has seen radical changes in patterns of worship and in the wider use of such places for artistic, cultural and other events. A square mile of Liverpool provides unique opportunities for visits and project work for history, religious studies and architecture for children of any age.

For school party guides, contact:

Anglican: The Cathedral Office, The Cathedral Church of Christ, Liverpool L1 7AZ (051-709 6271).

Roman Catholic: The administrator, The Metropolitan Cathedral of Christ the King, Mountpleasant, Liverpool L3 5TQ (051-709 9222).

Other information: Public Relations Office, PO Box No 88, Municipal Buildings, Dale Street, Liverpool L69 2DH (051-227 3911).



The Roman Catholic Cathedral of Christ the King, Liverpool.

extra

A TRAIL OF TWO CITIES

By Dudley Wilson

My two cities are Chester and Manchester which, other than Roman names, have little in common. Chester is noted for its picturesque rows, warm brick and sandstone buildings liberally intermingled with "olde Englishe" shops and hotels—some of the finest in fact full-blooded, nineteenth-century imitations.

As you wander along Chester's walls you peer down on Roman remains, medieval half-timbering, classical elegance and Victorian splendour. Chester, set on the edge of the green Cheshire plain, epitomises English life and tradition. Chester is rightly high on any school list of places to visit.

"British Heritage Tours", Vicars Lane, Chester, cater for such groups and I recommend their arrangements which usually start in their Exhibition Centre. This offers an audio-visual presentation, brass rubbing, craft shop and a vivid re-creation (complete with smells) of the Rows. Visits last a mere two hours, extend over a full day or become residential for as long as four. Tailor-made programmes to suit any school requirements can be created. Sensibly, any meals included are often taken at the Great American Diner where the hamburgers, French fries and ice-cream sundaes are well received. Add to all this Chester's excellent zoo, the sports facilities at Northgate Leisure Arena, river and canal boating and you have ingredients for several sound educational packages.

Chester is a frontier city to Wales. I am impressed with the Theatre Clwyd at Mold where live theatre, repertory, opera and shows in the main auditorium in backed by a cinema and studio. Restaurant, exhibitionspaces and educational facilities complete this fine complex. Mold's coup this months, already a cult with youngsters, is the first stage version of "Hitch Hikers' Guide to the Galaxy". Just a short drive away lies Holywell where down in a steep-sided valley St. Winifred's Well of healing waters still bubbles under its Gothic canopy.

Adjoining is Holywell Textiles which typifies the best of revived Welsh woollen mills. From the wool of Jacob sheep they manufacture top-quality tweed, rugs, knitwear also on many in society's natural colours. Parties should apply to the managing director for an appointment to see the many processes—from raw materials to finished product—undertaken here.

Nearby, just off the A55 road, Gronant, lies in a vast cavern, is Gronant Museum whose collection of military vehicles is guaranteed to fascinate schools. It's a question of "what did you drive in the War, Grandfather?". Familiar from film and TV these mechanical beasts of war, Jeep, Dingo, Champ and Dukie, lurk underground. I envy John Nonkes who, on his visit, persuaded the management to take their camouflaged vehicles prowling on manoeuvres. There's also a display of military medals, weapons and memorabilia which all makes absorbing study. Grange Cavern is reached up a steep lane and is well served by car parking and toilet facilities. Grange opens every day except Christmas.

Manchester seems a strange choice for school visits; but Manchester is a city of revolution—the world's first wholly industrialized city, a cockpit for new ideas and methods, suffering, endeavour, goodness and recession. It all happened first in Manchester, probably Dickens's Cuketown, certainly of Disraeli's "Sybil" and Chartism, of "Mary Barton", Free Trade, Peterloo and site of the world's first railway station at Liverpool Road. This humble structure, now saved from extinction, is 150 years old this year. Celebrations include a reenactment of the Rainhill Trials in May and a Great Railway Exposition in late summer. The world will again beat a path to Manchester to indulge this time in nostalgic wonder at steam locomotion and its consequences.

Manchester seems redecent about its considerable attractions. Certainly it has suffered from industrial expansion, subsequent decline, neglect and vandalism, both private and official. Its commercial sporting and cultural vitality results from a graft on the traditional of the ancient and progressive.

On a recent city trail I was astounded at the wealth of interest I encountered. The newly cleaned Victoria Station released from Squalid surroundings beams, sunny side up as it were, on Chetham's. Chetham's, founded in 1653, is the country's largest specialist music school. In its ancient hall scholars give public concerts at lunchtime on Wednesdays. In its grave library Marx met Engels when owned a Salford factory. From the sleeve window you can probably see the streets and hovels so graphically described by Engels.

Practically next door is Manchester's much underrated cathedral, well restored after severe bomb damage. Visitors must tour the Town Hall—you can hardly miss it! It is a Victorian giant which outdoes palaces and even railway stations in magnificence. The space capsule-like theatre-in-the-round, built into the Royal Exchange, is a heartening example of Manchester flair.

Schools should also savour Lark Hill Place, a full-scale reproduction cobbled street of Victorian times in Salford Museum. Upstairs in the gallery you can see the L.S. Lowry originals out to the fast disappearing world of his Salford. Ordsall Hall is a miraculous survival; a lovely old black and white manor house standing about by Jowl with Ship Canal, soap factory and, until recently Coronation Street houses very much in "Taste of Honey" land.

Though excellent, the North West Museum of Science and Industry cannot do full justice to the unique role this region played in industrial development. Plans, however have been settled to move from its present cramped quarters, furnished from the main road by a dazzling mural designed by the late Ken Reilyard, down to Liverpool Road. The world benefited from Manchester's achievements and it strikes me as only right that worldwide support should flow to establish an industrial museum of international standing in this city. The Museum's exemplary educational services have produced first-rate study packs for the great rail event and these deserve a wider commercial outlet.

I have given some idea of a few city highlights but when considering the Greater Manchester area there are more marvels ranging from the canal village of Worsley, palatial Lyme Hall, the superb black and white mansion of Bramall to Stockport's mighty viaduct worthy of a Doré engraving. The outstanding educational visit is the National Trust's Quarry Bank Mill at Styal, hard by Ringway airport. No finer factory site or more idyllic village can be found side by side in Britain I am sure. Samuel Gregg built his handsome mill in 1784 in a secluded, wooded dell by the River Bollin. To restore this to a working museum means a decade of hard work. Under the direction of David Sekers with engineering affairs in the hands of Fred Madders, who tended the machinery when the mill was still active, mutters are well in hand. Quarry Bank is surely destined to become the finest show mill in the land. Their publications include good teachers' packs and study materials to bring alive classroom social and industrial history.

Considering the built-in attraction of Manchester to football crazy kids it is rather surprising that the wider educational significance of the city has, until recently, remained comparatively undersused. Again "British Heritage" arrange Manchester discovery trips, educational and study tours.

Quarry Bank Mill, Styal

British Heritage Town Crier at Chester

BRASS RUBBING

Brass Rubbing Centres Ltd have centres in Stratford, Oxford, York, Chester and Manchester open throughout the year which are able to cater to school parties in a way that isn't practical in churches where original brasses are found. Each centre has a diverse collection of replicas taken from the medieval and tudor originals—knights and their ladies, scholars, priests, merchants and other notables (apart from avoiding the risk of wear and damage to their original brasses the churches receive royalty payments). Prices for rubbing start at 30p and include the use of all materials—special paper, wax sticks and instruction. Advanced booking is required and parties are most readily accommodated during the winter months. For further details write to Brass Rubbing Centres Ltd, Cripps Road, Cirencester, Gloucestershire (0285 3971).

David Wickers

Lift their eyes to other horizons at Cheddar Caves

Cheddar Caves are a world of enchantment and learning for a child. This massive stalactites and formations give physics and geology a new shape. When children realize primitive man actually lived in these caves they begin to see history and archaeology in terms of real people. A tour of the Exhibition and Museum with its dioramas, displays and Palaeolithic cave setting gives them an idea of man's social and technical development. And with the help of the additional notes available to teachers, you can relate what they see directly to their own studies. No child can enter Cheddar Caves without learning something, and no child leaves them without taking away a vivid memory of a strange, wonderful world that will stay a part of them for the rest of their lives.

SPECIAL RATES—ALL YEAR ROUND—FOR PARTIES OF 20 OR MORE

For further information, including details of our 16mm colour film available on free loan, please contact: The Manager, Cheddar Caves Showcave, Telephone (0934) 742343.

CHEDDAR CAVES — LONG AGO BUT NOT FAR AWAY

STRATFIELD SAVE HOUSE

The remarkable home of the Dukes of Wellington.

Open daily (except Fridays) from March 30 to September 28, from 11.30 a.m. to 5 p.m. (Times 5.30 p.m.) For details on educational visits contact the Education Officer (TES)

'Blue Peter' Costumes Exhibition. (Retained for 1980)

The Estate Office, Stratfield Saye Estate, Stratfield Saye, Reading RG7 2BT. Tel: Basingstoke 882882 or Tangh Green 602.

Equidistant Reading/Basingstoke off the A33, between the M3 and M4

SCHOOL VISITS TO WALES

Why not include a visit to a steam operated narrow gauge railway in your plans? Special facilities for school parties.

Timetables and details from GLTW(E), Wharf Station, Tywyn, Gwynedd, LL36 9EY. Tel. 0654 710472

NEWSTEAD ABBEY

AND ITS 25 ACRES OF BEAUTIFUL GARDENS

Founded as a Priory in 1170—later the home of the poet, Lord Byron. Nine miles north of Nottingham on the Mansfield Road (A60).

Gardens Open throughout the year 10 a.m. until dusk.

Abbey: Open from Good Friday until September 30th: 2 p.m. until 6 p.m.

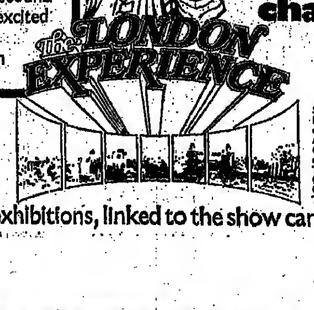
Admission: Grounds 50p, Children 15p; Abbey 30p, Children 10p.

Car Park: FREE.

Enquiries: Superintendent, Newstead Abbey, Linby, Nottingham. Telephone: Blidworth 2822.

Magnificent introduction to London's history and character

A unique multi-media presentation of London's warm and wonderful story. The 7 screens, special effects and incredible sound have already excited and educated over ¾ million visitors.



The air-conditioned theatre is in the 'Heart of London' with the widest range of entertainment and restaurants nearby.

Shows start every hour on the hour 11.00-21.00 every day except Christmas Day. Admission Adults £1.80, Children 90p, School rate 70p each, including teachers. The London Experience Theatre, Coventry Street, Piccadilly Circus, London W1. Tel: 01-437 1333.

Fascinating exhibitions, linked to the show can also be seen.

LET THE VICTORIANS TEACH THEM

ONLY MARCH 13th/14th JULY 3rd/4th OCTOBER 9th/10th

BOOK NOW
Ring
for details
01-568 4757
(Wed to Sun)

The Victorians' giant technical feats of engineering still takes our breath away! Bring the class—open their minds . . . then watch their knowledge grow: from water pumping, mining, through water supply, steampower, steam engines, on to the industrial revolution . . . to the microprocessor
See four steam engines in steam, a working forge, Victorian workshop, traction engine, models, sales.

History
Geography
Social Studies
Mathematics
Engineering
Science

Entrance 50p Teachers FREE. Free parking. (Schools packs.)
KEW BRIDGE ENGINES TRUST, BRENTFORD, MIDDLESEX

BAMBURGH CASTLE
NORTHUMBERLAND

History and a splendid beach: special facilities and concessionary rates for booked school parties, 35p per child, 80p per adult; excellent inexpensive catering available in the neighbourhood. In 1979, 158 school parties were booked involving 7,388 children and 265 teachers. Many schools from Yorkshire to Southern Scotland make a visit to Bamburgh a regular annual event. For bookings and detailed information contact Mr. Andrew Rennie, Custodian, Bamburgh Castle, Northumberland. Tel., Bamburgh 208.

NATIONAL MARITIME MUSEUM GREENWICH

For full details contact Schools Liaison Officer 01-858 4422, ext. 207.

Junior centre bookable for [illegible] Open daily, admission free.

BOOKING ESSENTIAL

A SCHOOL TRIP TO HISTORIC YORK AT THE RACECOURSE CENTRE

We have 100 beds in dormitories and single and twin rooms.
A 3 night stay with dinner for ONLY £13.50 + VAT. Lunches also available.
Contact
Reeds-Paterson Ltd.
30 Bootham
York.
Tel. 0904 06558

THE ROMAN THEATRE OF VERULAMIUM

Gorhambury Drive, St Michaels, St Albans, Hertfordshire

The only Roman Theatre completely exposed in Britain
Open all the year 10—5.30 pm.
Adults 30p, Students 25p, Children 10p
Free Car Park.
Telephone: St Albans 54851

Chatterley Whitfield Mining Museum

VISIT A REAL COAL MINE.

★ An exciting new educational facility.
★ Underground tours conducted by retired miners.
★ Helmets, oil lamps, etc. provided.
★ Surface and underground displays.
★ Concessionary rates for organised parties.
OPEN:
Continuously from 1st April, (Mondays excepted) 9.30 am — 4.30 pm. (Contact Museum for March opening.)
ADMISSION:
Adults £1.75. Juniors/OAPs 75p. Children under 12 not allowed underground.
Chatterley Whitfield Mining Museum Trust, Chatterley Whitfield, Stoke-on-Trent.

THE WATERWAYS MUSEUM

STOKE BRUERNE, NR. TOWCESTER, NORTHANTS.

[illegible]

For further information and booking form write or phone Stoke 582239

Special EDUCATIONAL HOLIDAYS for children 10-16

Under full adult supervision set in rural Lampeter in beautiful Welsh countryside. The University of Wales offers an opportunity to study a foreign language with tennis coaching, sports and excursions.
Excellent residential accommodation, full board and a chance to meet foreign students.
In conjunction with Welsh Tourist Board.

For particulars write to:
Anglo-World Education Ltd. (Dept. T.E.), 21-23 Oxford Road, Bournemouth, Dorset BH8 8EY.
Tel. (0202) 291551

ALNWICK CASTLE
(Home of the Duke of Northumberland)

Open to Visitors
4th May to 28th September, 1980
(Daily except Saturdays)
1-5 p.m.
(no admission after 4.30 p.m.)
Adults—80p
Children under 16—40p
Organised Party Rates:
Adults 70p Children 35p
Enquiries to the Superintendent,
ESTATES OFFICE,
ALNWICK CASTLE,
ALNWICK,
NORTHUMBERLAND

extra

"Masks and Mime", for children aged eight and over, was a Christmas event at the National Portrait Gallery.

GOING TO THE PICTURES

Peter Dormer reviews the opportunities for children and students at three of London's major art galleries

Guessing that most children like a little blood the National Gallery often offers school parties a meaty work called "Two Followers of Cadmus Devoured by a Dragon", which is a macabre and dramatic piece showing a dragon gorging itself on two men. The painting is referred to in one of the National's worksheets called *Feast Your Eyes*, which is a quiz composed around paintings that have a connexion with food. The aim of Anthea Peppin, the National Gallery's schools' officer, is to help children and students gain pleasure from looking at paintings and she often begins with themes that are of immediate interest on the basis that a little of what you fancy does you good.

Monsters, Mad Hots, and soon *The Jungle Look*, are among the light-hearted worksheets for primary school children at the National Gallery. Anthea Peppin says she "tries to inform without the children really noticing they are being told things. You feed a little information to them and ask a bit [illegible]"

National Gallery worksheets are illustrated, 12x12 pages long, and free; they are intended as souvenirs for the children to pore over and complete at home.

Of course, some of the quizzes like *Dutch Painting in the 17th Century* are aimed at older children and there are models designed to help the teacher in preparing the class with the historical background and subject matter of the paintings before the visit. Another of the worksheets that is ideal for use with older or more academic pupils and students is *The Renaissance in Italy*. That is well illustrated, sensibly laid out, and contains simple but effective questions that will ensure that the pupils see a few of the best paintings in the world—unlike many of the tourists who look a lot and see little.

Anthea Peppin, a former teacher, made a warning against making wrong assumptions about what children like. You may prefer the Impressionists but on the whole, and certainly at first, most people prefer crispness and detail. The most popular lecture tour is "An Introduction to the National Gallery"; this includes a visit to Van Eyck's "Arnolfini Marriage Portrait", which is an excellent work to talk about with children, and ends with Constable's "Haywain", which is usually greeted with recognition because of the many reproductions but appears so different in the flesh.

The National Gallery staff, like those at the National Portrait and Tate Galleries, realize that with children and students for whom paintings have hitherto not existed there is no point in being stuffy or pompous about art appreciation. First comes pleasure in looking at pictures and then, given time, come skills of observation and deduction.

Each gallery has angled its work to capitalize on the character of its collection. History teaching at the National Portrait Gallery, for example, fit hand in glove. Anthea Peppin, who heads the National Portrait Gallery's education department, has produced a variety of worksheets linked mainly but not exclusively to historical themes. Some are sound dry ("The Twins" — "Samuel Pepys and Samuel Pepys"), but the worksheets and talks are lively, informative and adaptable to different ages. And where else are children able to meet face to face with the personalities of Tudor times? Angela Cox emphasizes the value of a visit to the gallery when work is done at school and she tries to discuss the visit with the teacher beforehand.

On most visits a child will spend time drawing and writing. The workshops have a combination of looking at and talking about paintings and making deductions. For example, after the Tudor worksheets for primary pupils there are the following questions: "Queen Elizabeth I. There are three portraits of her. What makes her look most like a queen? Which makes her look most natural? In the family portrait, what is she standing for? Why?".

And again the important learning to see is preceded by notes and questions for students on Rogiero and Rembrandt as well as giving information about psychological and emotional qualities of an individual like Henry IV, the students are asked questions such as "Here are the many portraits of Henry. Do they suggest how those qualities have been brought out or suppressed?".

At this level, history and art become interchangeable. Master classes are aimed at sixth-form students and from March 17 to 21 there is a women's studies week on the theme of "Women, Art and History" which will include workshops suitable for non-academic, upper-school pupils.

And then there is the Tate. The Tate Gallery is a challenge because of the extremes in its collection: what is the one to make of some of modern art? Terry Measham, in charge of education at the Tate, said: "The work we look at depends on the work the children are involved with at school, but if the art work isn't sure and wants to place the whole programme in our hands then we have a number of suggestions available."

Those use the ubiquitous worksheet and quiz but they are of a high standard and even the apparently slight and simple "this-detail" quizzes can be very revealing. The quiz sheets show photographs of details from paintings; the child simply has to find the pictures, and on the reverse of the quiz sheet he or she will find a question on each artist and painting.

One of the children's trails is a class around eight figure paintings by artists as various as William Hogarth and Francis Bacon each of whom develops the theme of Body Language. As an introduction to the accompanying booklet says: "Artists are interested in knowing how people can express themselves without speaking — just using their limbs, bodies and faces. Painting is above all a silent art and all the more powerful for that in such a noisy world."

Measham, like his colleagues, prefers to discuss each visit with the teacher beforehand so that he is to introduce a system whereby schools can comment on the success or failure of their visits. The important fact is that all three education departments endeavour to meet the individual needs of schools. Each department is keen that its gallery should be seen as a major resource for arts teaching because the firsthand experience of live painting and sculpture, carefully used can generate a vitality that is lacking in secondary sources such as slides and illustrations.

RARE BREEDS

The Cotswold Farm Park has the most comprehensive collection of rare breeds of British farm animals in the country, ranging from Iron Age Soay sheep to Saddleback goats. Apart from a general interest in the survival of these species, that have been ignored by modern agriculture with its emphasis on hybrid specialized breeds, their continued existence guarantees that their genes can be made available at some future date should livestock breeders find that farming patterns or food requirements change. Already shire horses have begun to make a come-back in agriculture as fuel and machinery have become increasingly costly.

Situated at Guiting Power, near Cheltenham, Gloucestershire, the Cotswold Farm Park attracts large numbers of school parties. The demand for educational facilities has led to the conversion of one of the barns into a lecture hall. The education officer can, by appointment, give talks illustrated with slides and/or films on the rare breeds survival (worksheets are also available). Write or phone for details to Guiting Power 307.

extra

ZooEd IN EDINBURGH

Report by Sheila Mackay

The opportunity to handle small animals and insects breaks down prejudices that some are "nice" and some are "nasty".

Every year thousands of people visit Edinburgh Zoo's fine collection of exotic and domestic animals whose environment is 80 acres of parkland on the southern slopes of Corstorphine Hill. The Royal Zoological Society of Scotland, founded in 1909, has a long tradition of promoting an understanding of animal life, including the study and conservation of the wildlife of Scotland, among the general public.

More recently, a comprehensive educational scheme for schools has been developed through the ZooEd and Interlink programmes, which, with their emphasis on the active involvement of children in observing and even handling some of the zoo's animals, have proved highly successful.

The education services provided by Edinburgh Zoo are collectively called ZooEd and are based in the education centre completed in 1976. Although "zoo education" has been popular in America and Europe for many years, Paignton Zoo in Devon was the first to exploit the education potential of zoos in Britain. Edinburgh followed with its own ZooEd scheme which developed under the first Education Officer appointed in 1971 who also devised Interlink, a scheme which links Edinburgh Zoo with a network of other organizations for educational purposes.

The Education Centre consists of classrooms, a lecture theatre seating 120, a comprehensive Natural History Bookshop, a collection of small live animals, a museum collection of stuffed exotic animals and objects including elephant tusks and rhino horns. Last year over 46,000 children were taught in the centre, coming from places as far flung as Inverness and Aberdeen, the Borders and the North of England as well as from Lothian Region.

The scheme is supported by a grant from Lothian Region which finances entrance fees and courses for school parties within the area and contributes towards the running costs of the centre.

Robert Ollason, the present education officer, is a Shetlander who spent five years in Africa teaching art and running wildlife clubs before he came to Edinburgh Zoo. When I came to the zoo I thought I might miss teaching in the conventional sense, but here, although I don't often get to know the children who come to the zoo regularly, I find their enthusiasm very rewarding," he says, adding that discipline is seldom a problem and that motoring the children's enthusiasm is perhaps the biggest demand.

In addition to teaching Robert Ollason organizes the ZooEd programme which is drawn up twice a year and sent to all Schools in Lothian Region as well as to other interested parties on the mailing list. The programmes are designed to be flexible enough to link up with the school curriculum, BBC broadcasting and other organizations in the Interlink scheme.

Programming also accommodates specialist visitors to the Zoo. Last autumn a special programme "Animals of North America" was designed and taught by a visiting student from a university in the United States who was studying Zoo Education as part of her degree and who had worked in several American Zoos.

It would be difficult to find a combination more pleasing to children than time out of school with a visit to the zoo and the opportunity to touch some of the animals. While handling stick insects, toads and snakes might not be everyone's idea of fun, the staff at the centre realize the enormous appeal to children of being able to hold some of the small animals. Animal handling sessions under supervision are introduced at nursery, primary one and end primary two stages.

Apart from the children's enjoyment, these sessions also have the function of helping to break down the prejudices that many children have, usually from their parents, about certain animals being "nice" and others "nasty". "Once children have handled the bunnies and more obviously appealing animals, they are encouraged also to handle and get to know something about animals like toads and snakes", says Robert Ollason, who points out that most people who have not handled snakes think that they are slimy and cold to the touch. "The opposite is true. Their scales are dry and they are as warm as their surroundings."

To the joy of the children they are encouraged to hold and observe some of the small animals kept in the centre, which include rabbits, guinea-pigs, toads, squirrels, tortoises, leaf and stick insects, gerbils, chipmunks, ferrets, hedgehogs, doormice, weasels and a temporary cage of exquisite marmosets.

Classes from primary three upward two hours on a ZooEd visit divided between the centre and the zoo park. Junior primary topics emphasize "Finding Out About", selected in advance by teachers from a list which includes birds, fish, amphibians, animal movement, carnivores, horns and antlers and Scottish wildlife. Senior primary topics become more complex. One course called "What are Reptiles?" seek to right reptile misconceptions (which result from their scarcity in Britain) and to help the major groups of today and long ago", to quote from the ZooEd syllabus. At secondary school level topics are orientated to O grade and H grade biology, and Certificats of Sixth Year Studies pupils can arrange to use the zoo and the centre as a source for studies in either art or biology.

Two additional topics have been prepared to be of particular interest to CSE and non-certificate pupils due to leave school. "What are Zoos?" emphasizes the need for the community to develop responsible attitudes to both domestic and wild animals. "Behind the Scenes at Edinburgh Zoo" is an extended course of four half-day or two whole-day visits. Most of the ZooEd programmes can be adapted to the needs of special schools and the building is suitable for use by groups of handicapped children.

Interlink is an exciting educational scheme through which a topic plan is chosen in liaison with other organizations. "The idea came from my predecessor", says Robert Ollason, "and I believe it is a unique scheme within the British Isles and possibly Europe. Interlink certainly causes a great deal of interest when we describe it at International Zoological meetings."

Teachers who wish their classes to participate in the scheme are encouraged to book time at the Zoo and with other organizations in the Interlink network. "South of the Sahara" is a current project between the Royal Scottish Museum, the Royal Botanic Garden and Edinburgh Zoo.

In a first visit to the museum, pupils explore the formation of the African continent, its geography and climate, as well as the cultures and lives of some of its peoples. At the Botanic Garden they see African plant life at first hand and the final visit to the Zoo is spent studying and observing African wildlife. Each organization prepares printed material to back up the visits and regular meetings take place between the education officers of each establishment to plan the Interlink programme.

Another Interlink project on Scottish wildlife links Edinburgh Zoo, the Pentland Hills Ranger Service and the Forestry Commission. "Cots of the World" links the Zoo and the Edinburgh Dog and Cat Home in a programme designed to teach children about both exotic and domestic cats. "Who Cares?" is a network of the Scottish Society for the Prevention of Cruelty to Animals, the Edinburgh Dog and Cat Home and the Zoo, for primary five to seven pupils. This programme prepares a frank look at the problems of

continued overleaf

Methodist Youth Camps
Paston Road,
Mundesley-on-Sea,
Norfolk NR11 8BN
Tel.: Mundesley (0263) 720325

MUNDESLEY YOUTH HOLIDAY CENTRE

The ideal venue for your next

SCHOOL JOURNEY

Equally suitable for Field Trips, Training Weekends, Youth Conferences and Youth Club Holidays. Hostel accommodation or Camping.

Open throughout the year.

Write or 'phone for details and colour brochure.

"One of the most magnificent musicals you will ever see"

Annie

A happy, heartwarming evening for the whole family!

"A BLOCK-BUSTING SMASH HIT"

VICTORIA PALACE THEATRE

Evenings 7.30. Mats. Weds. and Sat. 2.45

CHATSWORTH —one of the greatest historic family collections in the world

A House such as this, filled with treasures and outstanding for its pictures (Rembrandt, Van Dyck, Reynolds), architectural features, silver, china, furniture, has much to lend the basis of exciting projects for children of all ages. Splendid gardens too—Paxton's brilliantly engineered waterworks, and landscaped areas with unusual trees and plants—offer a wealth of stimulation to young minds. There is also a live exhibition daily of farming and forestry. Ask for the brochure and guide book in advance, together with details of reductions for parties, opening times, etc., from:

The Comptroller, Chatsworth, Bakewell, Derbyshire. Tel. 0246 88 2204.

THE ROMNEY, HYTHE & DYMCHURCH RAILWAY

The WORLD'S only MAIN LINE in MINIATURE with one third full size STEAM hauled trains running 14 miles across the HISTORIC ROMNEY MARSH.
The R.H. & D.R. is the ideal venue for your school's excursion. Children under 14 years travel at QUARTER FARE. Frequent trains, catering facilities. A free information pack for teachers will be sent to all party leaders when bookings are confirmed.
You can benefit from our experience of over fifty years by making tracks to the Romney, Hythe & Dymchurch Railway, New Romney, Kent.
For further details 'phone 06073 2353.

JUNGLE CRUISE · DINOSAURLAND · 15 ACRE ZOO

PLUS
AERIAL CARS, BIG AMUSEMENT PARK, BOATS, TRAINS, RIDES, NATURE TRAIL, WALKS, RESTAURANTS, CAFES, LICENSED BARS, PARKING ON GRASS.

PARK & ZOO OPEN DAILY SUNDAYS & BANK HOLIDAYS
EASTER - OCTOBER
10.30 am to 6 pm
ORGANISED PARTIES AT REDUCED RATES
'PHONE 0827 68481 FOR PARTY MENUS

Admission
ADULTS 80p
CHILDREN 40p
CARS 20p

SET IN 160 ACRES OF PARKLAND AND LAKES

Drayton Manor PARK & ZOO

(OLD A5/A51, FAZELEY, NR. TAMWORTH, STAFFS)
SITUATED 12½ MILES N.E. OF BIRMINGHAM. A.A. SIGNPOSTED.

THE SCIENCE MUSEUM
OUR EDUCATION SERVICE
can help you make your school visit more instructive and enjoyable
SEND FOR LEAFLET AND SCHOOLS LECTURE PROGRAMME BOTH FREE
Write to:—
THE EDUCATION SERVICE
Science Museum, Exhibition Road, London SW7 2DD
or telephone 01-589 3456

FleetAirArm Museum
Royal Naval Air Station, Yeovilton, Somerset BA22 8HT
Ilchester 840551 Extension 571
12 MILES EAST OF ILCHESTER ON B3151. CLOSELY LINKED TO A303
The largest aeromilitaria collection under one roof in Europe. Open daily (except 24/25 Dec.) from 10.00 (weekdays) and from 12.30 (Sundays) until 17.30 (dusk when earlier).
● FREE PARKING AND PICNIC AREAS ● REFRESHMENTS ● ON AN ACTIVE AIRFIELD
● SCHOOL PARTIES £7.50 PER COACH
H.M.S. ARK ROYAL AND WARWEFORD V.C. EXHIBITIONS
see also
Concorde 002
in a New Exhibition Hall

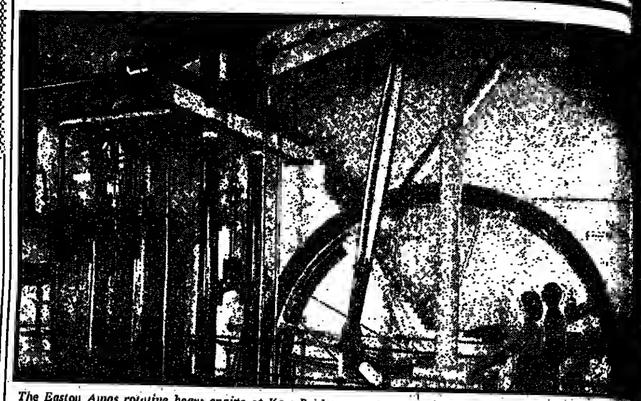
Bring history to life with a ride on a tram
—over 40 vintage trams
—Regular tram services
—Edwardian street project
—Peak District Mines display
TRAMWAY MUSEUM
Crich near Matlock Derbyshire
Open weekends and holidays from Easter
Tuesdays, Wednesdays and Thursdays from 13 May
For information and free teachers' pamphlet on tramway history and the Museum street scene, write to the Museum, or telephone Ambergate 2565.

EDUCATION SERVICE
at the
NATIONAL RAILWAY MUSEUM
Doing a topic on railways or transport? Why not make use of our excellent facilities. Superb lecture theatre very well equipped with demonstration models. Also tours and demonstrations given in the Main Exhibition Museum. Special rates are offered for visits in the Autumn and Spring terms for a relaxed, crowd-free visit.
Contact the Education Service Bookings Section on 0904-21261 for further details.

Come and see a real Zebra crossing!
Scotland's Safari Park. Walker will drive 10 miles through wildlife wonderland with giraffes, lions, tigers, exotic cattle, chimpanzees, camels, and of course zebras which could cross your path at any time!
You can even take the family for a boat trip, an Aquatic Mammal Show, visit our amusement park, or potter in our shops and cafe.
Open all the year round.
Mums and Dads can relax in the Jamboree Bar and there are special concessions for parties.
We're open every day from 10am 22nd March to 26th October.
SCOTLAND'S SAFARI PARK, Port Dunbar, Nr. Elgin, Morayshire. Tel. Aberlour 0343

TATE GALLERY
Millbank, London SW1
The Tate Gallery welcomes visits from school groups and provides free introductory talks on the collections of British and Modern Art.
Please contact the Education Secretary for booking forms (01-821 1313).

ROYAL PAVILION ART GALLERY & MUSEUMS, BRIGHTON
School parties welcome at any time, round-the-clock visits, whether in or outside the Brighton & Hove area.
ROYAL PAVILION, Prince Regent's Marine Palace, exotic interiors, kitchens, laundry & Beeside gallery: Archaeology; Ceramics; Polyphotes, Anglesidian, Ecclesiastical, African ethnography; Art Gallery: Art, Oasis, Furniture; Brighton Museum: Art, Oasis, Furniture; BOOTH MUSEUM OF NATURAL HISTORY: insects, mammals, birds; marvellous Victorian display.
PRESTON MANOR: Built in 1738, with additions in 1800. An opulent Edwardian country house.
Also ROTTINGDEAN SMOCKS in beautiful Sussex village. Fine collection of toys.
Guided tours and education facilities available. For details of times, charges, bookings: Ring D. Anderson, 0273 603005.



The Easton Amos rotative beam engine at Kew Bridge.

CYLINDERS AND PISTONS

R. C. Vernon visits the Kew Bridge Engines Trust

Any connexion between London's water supply and the mining industry during the last century in the west country may seem obscure, but it is in fact very real. Five of the same type of steam engine which had furnished the west country mines with power supplied west London with water for over 120 years until they were retired in 1944. Hopefully they are still to be seen, for the Cornish beam engine in whatever use to which it was put had about it a majesty, an impression of power, and the huge cylinders, the immense stroke of the piston and the rocking beam are more accustomed as we are today to computers and Concorde, an awe-inspiring sight.

The story of the development of the steam pumping engine from Newcomen's atmospheric engine of about 1715, is fascinating, and anyone interested in steam engines and most boys (and many girls) aged between seven and 70 are will readily conjure up the right picture, if the phrase, "Cornish pumping engine" is used in conversation. Odd-looking tall square buildings, more usually than not with a chimney stack immediately adjacent are to be found all over Cornwall and South Devon.

These once housed the beam engines which pumped the water out of the mines, drove the stamping machinery which crushed the ore and by means of ingenious connexions, frequently constricted of solid timbers, provided power for various requirements often some distance away from the engine. As has been rightly said: "Cornwall was not only the birth-place of the steam pumping engine but was also, and perhaps more important, its great nursery."

So it is not really surprising that in the early years of the nineteenth century the companies supplying London with water realized that these same engines which pumped water so efficiently from the Cornish mines would equally meet their requirements to pump water from the rivers and wells into the reservoirs and distribution system. Hence the Cornish engine, most of its skilled labour, were built in London by some Cornish firm to boot.

By the end of the 1870s following the column in its prices, so many west country mines had closed down that engines were not in demand, even at bargain prices, one being sold for £9! But during the 1860s and 70s the continuing demand for engines for waterworks use in London served not only to keep some of the foundries in business but by one of those quirks of fate made it possible for us to see them today, for when they ceased working in 1944 fortunately they were not disposed of.

A registered charity formed with the aim of restoring the beam engines at Kew Pumping Station, Kew Bridge Engines Trust is well on the way to achieving its aim, the work being done by volunteers is obviously a labour of love. Another and equally interesting and important task is to create a museum dealing with London's water supply, about which the available literature is sparse, most histories being out of print.

A visit to this fascinating museum is truly a step back to the nineteenth century. Without doubt, the great moment is when the largest working beam engine, the 90-inch, is started up, or as the experts have it, "put into steam". These engines were named after the internal diameter of the cylinder, and we can probably better imagine the size by saying 7ft 6in is the stroke, that is the distance the piston moves up and down being 11ft. (The stroke of a car engine is about 4in to 5in.)

Three levels are available to visitors and the whole movement of this engine can be seen easily and safely. Built by a Cornish firm for the waterworks at a cost of some £6,400, it started work in May 1846. After restoration it was put into steam by Kew Bridge Engines Trust at 5.30 one morning in July, 1976, "when we knew we would not be disturbed". Other engines are to be seen in steam, and work is proceeding on the 100-inch engine in the same building as the 90-inch.

The value of this museum is that it affords us the opportunity to appreciate the technology of the nineteenth century, as far-reaching then as electronics and micro-chips are today. Add even more than that the opportunity to see these engines working, our generation being more accustomed to petrol and diesel engines, and electricity as power sources, very efficient but hardly as spectacular.

It is worthy of note that in one of the rooms housing two of the preserved engines the constant hum is made by the electric lu nn adjoining room which now taken over the duty of supplying west London with some million gallons of water per day.

Open to the public on Saturdays and Sundays, this is a must among Londons museums. School parties are welcome. Special arrangements are being made for school parties on application in advance on the Thursdays and Fridays, March 13 and 14, July 3 and 4 and October 9 and 10. And yes, the engines will be in steam.

Enquiries for party bookings: Kew Bridge Engines Trust, 11 Vineyard, Richmond, Surrey. 01-948 4757

"ZooBi in Edinburgh" continued.

unwanted and retired animals and develops the theme of the responsible care and welfare of pets". The zoo has currently linked with the BBC Radio 4 programme "Jigsaw" by arranging special lessons on the giraffe, the skunk and the peacock, to coincide with radio broadcasts.

The ZooBi programme, which includes livestock, is varied, interesting and highly successful. But the organising staff consisting of the education officer, two permanent assistant officers and several full and part-time teaching staff members to cater for all ages. They meet regularly with an advisory committee and with teachers interested in promoting and developing the visits to the centre.

Now that a comprehensive and structured syllabus for schools has been established, the centre is aiming at possibilities for involving the general public in its activities. Already the centre's facilities are used by Zoological Society members and by groups including the Workers' Educational Association.

The bookshop which carries a set of 10 brass rubbings of endangered species is available for the use of the public. Last year the animal handling circuit, a popular with school pupils, was extended to the general public during the summer holidays, particularly towards the family with young children. Sessions ran for three days every weekday with such enthusiastic response that plans are being made to include the Easter vacation this year.

Syon Park
Welcomes
SCHOOL
VISITS
To book just ring
01-560 0882
Syon Park
Brentford
Middlesex

DRAMA AND DOWNLANDS

The Charles Dickens Centre was lost November in Rochester, the city city crammed with associations with the writer's life and work. The centre contains literary relics of his famous characters, reconstructions of scenes from his books, miniature theatre seats plenty of real life drama produced by clever use of sound and lighting. School parties can witness a "Pickwick and his friends. The interpretative display is repeated throughout the year—look out for booking details write to: The Charles Dickens Centre, Eastgate House, High Street, Rochester, Kent ME1 1EU, or call 0634 44846.

The Weald and Downland Open Air Museum at Singleton, near Chichester, Sussex, is a museum of historic buildings saved from destruction and reerected in the midst of open meadow and surrounded by mature woodland. The buildings date from medieval times and are examples of the humble craftsmen and village life in a typical farmhouse, a granary, a nineteenth century blacksmith's forge and a wheelwright's shop. The museum welcomes school parties and provides a comprehensive educational service for 8 to 18 year olds, but only prebooked parties are admitted. The museum is a non-profit making organization.

FINE BUILDINGS AND OPEN SPACES

Owen Surridge explores Greenwich

England's Royal Navy was planned at Greenwich. These fine gates guard the Royal Naval College.

If, in the words of the old song, every step in London pins a memory down, then in Greenwich you can very nearly fall over them. The footnotes of English history were written here yet in so small and green a space that any school looking for some spot to pursue the twin objects of education and pleasure could hardly find a better place.

Beneath Greenwich Park are said to lie the bones of some of the christians of ancient Britain as well as the sewers of a Roman city that has long since disappeared. Viking raiders often camped on Blackheath nearby and in 1012 AD there beat to death Alphege, archbishop of Canterbury, using the bones of the beef they had eaten for supper, or so the story goes. It was a punishment for refusing to appeal to his people to pay the ransom demanded. Henry VIII was born here, as was Queen Elizabeth I, and it was here, by the Queen's house, that the young Raleigh spread his cloak for the royal foot.

Englands Royal Navy was planned here and, later, seamen injured in war were housed in a magnificent hospital, now the Royal Naval College; the old pensioners took a delight in telling visitors of their adventures and they were a great success with early tourists. Here also men learned to use the stars for navigation and time was anchored to the Greenwich meridian.

A succession of kings and queens built palaces and laid out gardens, leaving a heritage of fine buildings and open spaces that have become a traditional pleasure ground for Londoners, among them Christopher Marlowe, who was killed in a tavern brawl locally. George I landed here; Huguenots settled and English men embarked for war. Admiral Nelson's corpse was launched on his last voyage to St Paul's from Greenwich. Pirates were hanged in chains at Wapping, upstream from Greenwich, Dr Johnson declared Boswell by strolling in the park, and Victorian statesmen took time off every autumn to set whitebait caught in the river that and a noted local delicacy.

The whole area is barely a mile square, but it contains enough of interest to keep quite a number of people busy all day.

A pride of place must go to the National Maritime Museum, which has a magnificent collection of sailors and ships from the earliest days. It is reputedly the world's richest store of marine artefacts and its collections would take a good deal more than one day to explore thoroughly.

For the benefit of younger visitors the museum has laid out a special room, the Neptune Hall, where real vessels are parked, including some humble canoes and Queen's state barges to a full-size replica of one which has been cut open to reveal the inner workings. Elsewhere, uniform Nelson was wearing when he was killed, a much prized relic, and there is a tent containing the navigational instruments used by the explorer Cook.

Other galleries trace the development of Britain's navy and merchant service. A sailmaker's loft and a boat builder's shop show how vessels were made and maintained before the advent of steam. There are navigational aids used by ancient mariners and the first chronometers, plus an extensive print collection and many fine models of ships.

Staff are employed to advise teachers planning visits and there are work rooms available, including a room building shop for the use of the ambitious. Full information can be obtained from the Education Services Department, the National Maritime Museum, Greenwich, London, SE10.

This department is also responsible for the old Royal Observatory, built by Sir Christopher Wren, just across the park; it was here that time became the handmaiden of the navigator. A brass strip on the ground marks the Greenwich meridian and one can stand quite comfortably with one foot in the eastern hemisphere, the other in the western.

Above the observatory roof stands a most supporting a large red ball; this is geared to the Greenwich mean timepiece and drops daily at 1 pm, a signal ship captains of yore, watching from their vessels on the river, took very seriously. It was a case of "Synchronize your chronometers, gentlemen." The observation room itself has been restored to its early state, more or less as it was left by John Flamsteed, the first Astronomer Royal.

Elsewhere in the house are the telescopes and timepieces that were the property of his successors. Since this visit must almost certainly take place in daylight, when stargazing is but of the question, it would seem sensible to adjourn afterwards to the planetarium close by for an illustrated talk about what the telescopes could reveal.

In passing it is worth noting that introductory courses are occasionally laid on for teachers wishing to know something of astronomy; one opportunity will occur this spring on April 14 to 18 and participants will have a chance to handle the telescopes for the purpose their makers intended.

To the east of the observatory is One Tree Hill, a favourite spot for viewing London, and around the corner just along Blackheath Avenue a bronze statue of General Wolfe, conqueror of Quebec and a Greenwich man, keeps a sombre eye on the city; the Prussian General Blucher is said to have stood hereabouts and exclaimed: "What a city to loot!"

Back in Greenwich itself is the beautiful Cutty Sark, now in dry dock by the pier. She was acclaimed the fastest ship afloat in her prime but demeaned by the steamship to the rank of coal carrier before she was rescued and restored. School parties are welcome aboard but the ship is very popular and early booking is advisable. For preliminary information ask for a copy of the leaflet about the vessel. Apart from Cutty Sark herself there is an exhibition describing her history and a collection of figureheads from other vessels. Among them is her own original figurehead, a near naked figure of a woman clad only in a short chemise (or, as Scots would say, a cutty sark) and now railed off because boys could not resist fondling her. The figure now at Cutty Sark's bow is a modern replica.

A few paces nearer the river is Sir Francis Chichester's Gypsy Moth IV, also open to visitors and looking almost small enough to have been one of Cutty Sark's sea boats. Almost alongside is a conspicuous glass dome marking the entrance to one of the last of the Victorian foot tunnels still open to the north bank of the Thames. Round about is a warren of narrow streets and footways which have changed little in 100 years.

For architectural interest the Royal Naval College ranks above all else in Greenwich, its painted Hall a gem without peer in the British Isles. It is open for inspection Monday to Wednesday and on Friday in the afternoons. The college is built on a site once occupied by the palaces of several monarchs and the royal interest is still represented by the Queen's House, which is exactly what it says is the Queen's house. Its reception hall is noted for its proportions—it is a perfect cube—and for its marble mosaic floor, and to be without equal. The gap between the wings of the college was left to allow one Queen, James I's lady, a view of the river.

To plan a trip of this kind properly preliminary study of the area is essential and it is worth obtaining *Greenwich*, a closer look, a small guide published by Conway Maritime Press of 7, Nelson Road, London, SE10. It is an excellent 35p worth, being eminently readable and packed with information, including routes for three walks, plus suggestions for eating and shopping. Another useful little volume from the same house is *Downstream to Greenwich*, particularly for parties making the trip by river bus from Westminster, Charing Cross or the Tower. It costs 75p.

To round off the day older pupils might like to relax at the Greenwich Theatre, a converted music hall. The company there has earned a reputation for polished playing in a repertoire ranging from the classic to the modern. Reduced prices are available for parties. Information can be obtained direct from the theatre at Crooms Hill, London, SE10, or from the local council's entertainments service, which can provide information about all the cultural activities going on in the area; the telephone number is 01-854 8888.

The address 25 Woolwich New Road, London, SE18.

Pages from Britain's dark and gory past
... brilliantly portrayed by authentic life-size tableaux set in vast dark vaults at London Bridge.
See The Great Plague, The Burning Martyrs, Thomas Becket's murder, Ann Boleyn's execution, The Persecution and Torture of Heretics, Saints and Sinners and much, much more.
It's the most entertaining yet thought-provoking history lesson you've ever had!
The London Dungeon 28-34, TOOLEY STREET, LONDON SE1. Tel. 01-403 0606

Railways for Pleasure
A Complete Guide to Steam and Scenic Lines in the British Isles
KENNETH WESTCOTT-JONES
An information-packed introduction to over 97 independent steam lines, steam centres and museums, tramways, early electric trains and scenic British Rail lines: how to get there, when they are open, the facilities and special attractions they offer. Timed to coincide with British Rail's re-enactment of the Rocket 150.
Over 250 illustrations, 57 maps.
Published MAY
Paperback £4.95 net
Hardback £6.95 net
Inspection copies available from:—
LUTTERWORTH PRESS
Lake House, Farnham Road, Guildford, Surrey

WEST OF ENGLAND FIELD STUDIES CENTRE,
The Lawns, Truro Road, St. Austell, Cornwall
Accommodation and laboratory facilities for groups of up to 40 students plus staff. Carpeted dormitories, separate staff rooms. Common room and ample roof and free parking facilities. Fees £45 per student per week. Independent parties welcomed.
Primary School parties visited the Centre last year and were so successful the Centre will be pleased to take bookings for groups of children under 14 years. Considerable reductions in fees for these groups.
For further information regarding Centre and places of interest for school visits, please telephone:
Mr R. Keeping, Director, St. Austell 2024

NATIONAL ARMY MUSEUM
Education services include talks after which objects may be handled; academic courses for sixth forms and colleges; a four-week summer holiday programme; the provision of facsimile historical documents; workshopping for skill ages and abilities, interpreting galleries which cover the history of British and Colonial armies from 1485.
For details contact The Education Department,
NATIONAL ARMY MUSEUM,
Royal Hospital Road, London SW3 4HT
(Telephone: 01-730 0717, ext. 28)

STAPLEFORD PARK
Home of Lord and Lady Grantham. Collection of lovely pictures, especially English and French furniture. Miniature passenger railway and rides. Picnic areas, children's enclosure, adventure slides, lake, animal land, garden centre.
Open Tuesdays, Wednesdays, Thursdays in June, July, August.
For reduced rates and opening times please write/tel:
The Estate Office, Stapleford Park, Melton Mowbray, Leicestershire. Tel. Wymondham 245.

CANAL TRIPS
FROM THE BIRTHPLACE OF THE INDUSTRIAL REVOLUTION
Travel along the Duke of Bridgewater's Canal in a traditional narrow-boat.
Sample the historic sights of Worsley Village, wonder at Barton swing aqueduct over the Ship Canal.
Full educational service provided by qualified teachers: talks, slide shows, workshects, pamphlets, etc.
All-day activities; week-end courses in Industrial Archaeology.
LORENZ BROS., 24 WORSLEY ROAD, WORSLEY, MANCHESTER. 061-794 4441.

PLAN AN EDUCATIONAL VISIT TO

Gloddfa Ganol

The Largest Slate Mine in the World

Walk through ½ mile of mine workings
See Craftsmen working slate
Learn at the Interpretative Museum
Look at the Narrow Gauge Locomotives

Please contact us for further details

SPECIAL PARTY RATES
EDUCATIONAL QUESTIONNAIRE
COPY OF OUR GUIDE BOOK

BLAENAU FFESTINIOG 664

TAKE A STEP BACK IN TIME
COME TO AVONCROFT
MUSEUM OF BUILDINGS

Open air Museum exhibiting timber framed houses, old agricultural and industrial buildings and a post windmill. Teaching sessions by qualified staff and occasional demonstrations, windmill sailing, conditions permitting. Open to schools Mondays-Thursdays (daily to the general public) 1st March-30th November. Souvenir and bookshop, refreshments. Free coach park and picnic area.

Telephone BROMSGROVE 31886.

PUBLIC RECORD OFFICE MUSEUM

Chancery Lane, London WC2A 1LR

A fascinating microcosm of British history since the Norman Conquest, shown through a selection of important government documents. Exhibits include Domesday Book and Magna Carta, Shakespeare's will, log of HMS Victory at Trafalgar, documents of the two world wars, and much more. A list of publications and further information can be obtained from the Officer in charge of the Museum. Open 1 pm-4pm, Mondays to Fridays (except public holidays), free.

WHY NOT TRY SCOTLAND NEXT ?

There are five outdoor centres ideally situated in the Lothians, the Upper Clyde Valley, the Trossachs and in Strathmore with these facilities—

Cedar-wood buildings, centrally heated. Dormitory, cubicle and single-room accommodation, with adjoining classrooms. Dining hall and indoor recreation rooms. Outdoor play and sports areas in 25 acres of grounds. Sports equipment for hire.

Organised groups of ten upwards welcome during months March to October. Weekly full-board rate from £28.84 incl. V.A.T. Further particulars from Booking Officer (TES) SNCA Ltd, 57 Melville Street, Edinburgh EH3 7HL; (telephone 031-226 6391.

Visit the Farmyard

Rural National Agricultural Centre

• Children's farm • Nature trail • Woodland walk
• Historic walk • Forest tool museum • Diet centre

Coventry

MAKE SURE OF YOUR TES EVERY WEEK

PLACE A REGULAR ORDER WITH YOUR NEWSAGENT

tonight at 6.10pm

Lynda Hurst's farce

THE PRIMARY ENGLISH CLASS

'Hilarious individual performances' Time Out

WYNDHAMS THEATRE 01-836 3028

extra

GOING WEST

Francis Kellaway visits Devon and Dorset

School parties are heartily encouraged to visit Exeter Maritime Museum.

EXETER MARITIME MUSEUM

Nobody actually quoted John Masefield at the Exeter Maritime Museum, but the call of the sea and the attractions of boats of all shapes and everywhere apparent. The museum, less than a dozen years old, is an ideal place for a school visit. Situated on the banks and in the basins of the Exeter canal, and in warehouses in a dock area that is familiar nationwide to watchers of the television production *The Onedin Line*, it is a classic example of a brilliant idea superlatively carried into practice.

As the lavishly illustrated 40-page handbook relates, the port of Exeter, technically, extends from Lyme Bay to Teignmouth. It was used from Roman times, and the river Exe was tidal up to the walls of the city. It was tidal, until a Countess of Devon who owned the down-river Topsham, resented the trade passing her doors and built a weir. (Countess Wear still exists on the map and in fact.) This meant that the city had to organize a canal, first used in 1566, to bypass the weir.

There followed a long history of extension and success, but in recent decades the canal and its docks and warehouses were neglected. Then came Major C. R. Goddard's brainchild which has grown to most appealing maturity. It is still growing, and will see even greater development. As the brochure puts it:

"In 1964 plans were submitted to the City Council which, when fulfilled, would give to Exeter a museum [illegible] occupying the whole of Exeter's [illegible] quays basin. There would be boats afloat and in the buildings and also in the cellars down the quay. There would be restaurants, a reference library, boats for hire and launch trips, and more commercial aspects of the scheme would contribute their profits to the museum. The City Council took kindly to the scheme and still support it by providing the warehouses and offices free of rent, and in June 1968 the museum was opened by Sir Alec Rose, who had recently returned from sailing round the world alone in his ketch Lively Lady."

In 1968 there were 28 boats on display. Today the catalogue lists about 100. An "ocean rowers" collection was opened in 1975 by Chay Blyth; it now includes, for example, Britannia, in which John Fairfax became the first man to row across the Atlantic alone, and QE3, the small vessel in which Don and Geoff Allum made the Atlantic crossing.

The overall range, "from stone age to steam age" is remarkable. There is a steamtug which had served as harbour tug, ice breaker and firefloat at Odense. It is in full working order, and in steam from time to time. There are curraghs, coracles, luggers and racing dinghies from this country; and dhows, proas, dugouts, sampans, canoes, readboats and scores more from all over the world.

A ts boo bao lo in the museum, lent by the Prince of Wales, to whom it had been presented by the people of Ellice Island in the South Pacific. There is also on loan a Tongan canoe, discovered by the Duke of Edinburgh during the Jubilee visit of 1977 and brought back on the royal yacht.

Sir Henry Seagrove's Miss England, a Venetian gondola, and the famous ocean racer Jolie Brise, three times winner of the Fastnet race, are other items to catch the eye. The last, owned by the museum, is sailed and maintained during the summer season by Dauntsey's School sailing club.

Which brings us neatly back to schools, and their visiting parties. They are heartily encouraged, but the popularity of the museum has meant that it is desirable for advance bookings to be made, especially for visits in the summer term.

A printed boat guide and a route map mean that individuals can plot their own way among buildings, docks and boats. Each exhibit is numbered and carries a large, clear, explanatory board, so that conducted tours are unnecessary.

There are refreshment, picnic and other recreational facilities, and it is possible to walk over the larger vessels. A hand-propelled ferry, conveying visitors across the River Exe from one area of the museum to another is a further attraction. Rowing boats may be hired, while launch trips on river and canal are also possible. These will be much developed when a newly-acquired property by the canal locks is in full operation.

The very accessibility of the boats and the surrounding waters, however, call for sensible control. The museum hopes that the rotin of visiting pupils to teachers will never exceed 10 to 1, and that steps are taken by schools to ensure safety (especially on the boats often) and courtesy towards other visitors. (The museum is not a playground, though it is there to be enjoyed, and excessive noise and any litter-louting can spoil that enjoyment).

Charges are modest. The adult and children's admission fees of £1.20 and 60p are reduced for groups of 20 or more to 90p and 50p. A questionnaire is available (significantly in French and German versions as well as English for overseas groups are common) and teachers would be welcome on a free preparatory visit to assist their planning and to ensure maximum benefit for their classes.

There is evidence of the success of the visits in murals displayed in one warehouse. Children have recorded their impressions in picture and text. The result is as delightful as the museum itself.

BROWNSEA ISLAND

It is a sign frequently met at the approach to a built-up area: "We welcome careful drivers." Many holiday venues could legitimately claim "We welcome well-conducted school parties."

And most unbiased folk would agree that the great majority of school parties are well behaved, cause no bother, and gain considerable benefit from a well organized excursion.

Certainly the warden of the National Trust estate on Brownsea Island would subscribe to that view. His experience is that groups from schools, when accompanied by responsible staff, obtain much more from a day across the water.

For a sea voyage (albeit in the shelter of the land-locked Poole Harbour in Dorset) is essential if Brownsea is to be explored. The island, some 500 acres of it, is about a mile and a half long and nearly three quarters of a mile wide. It is reached by boat, normally from Poole Quay, but also from Sandbanks, with landing at Brownsea Pier or Town Quay, which are refreshment kiosks, lavatories and a public telephone.

Brownsea Castle, a notable building with a long and chequered history, is not open to the public. With some 20 acres, it is let by the John Lewis Partnership as a holiday centre. A small area in the south centre of the island is reserved for scouts and guides. Not far from this is the Baden Powell stone, commemorating the association of the Island with the movement. (Robert Baden Powell held his first camp for boys there, effectively launching the movement, on Brownsea in 1907.)

In the north of the island the Nature Reserve is also exclusive. Elsewhere, however, access is unrestricted, and a church, nature walks, cliffs and beaches are all readily accessible.

A significant part of the island is leased to the Dorset Naturalists' Trust as a nature reserve. The Trust issues a 15-paged properly illustrated booklet of the schools' course pack and a corresponding teachers' guide. This explains that the reserve, which is located in the south-east of the island and is distinct from the Trust's nature reserve, is marked by a series of posts.

At each "the pupils stop and are asked questions or to do something to help them observe features." For example, attention may be drawn to types of fauna or flora, to views (with an orientation exercise for which a compass is necessary) or to practical exercises which may be carried out on the spot or on return to school.

A habitat map and tape recorder are also printed in the booklet and teachers are advised to obtain copies in advance of the visit in order that the essential preparation may include some familiarization with the procedure and what to expect.

Brownsea Island is an admirable place for a day's visit.

The Dorset Naturalists' Trust also issues a booklet entitled The Tree Trail and, as mentioned earlier, it is responsible for the Nature Reserve. Here there is a special hide from which it is possible to observe, at close range, birds on a lagoon. There are guided tours (for which a small charge is levied) each afternoon; they include visits to freshwater lakes—again normally teeming with birds—and to a wildlife exhibition in a now-restored villa.

Restoration is, indeed, a keynote in Brownsea. Its early story is the theme of several publications. Suffice here to note that after a long eccentric owner died in 1961 his heirs handed Brownsea to the Treasury in part payment of death duties, and subsequently the island was presented to the National Trust.

Brownsea is an admirable place for a day's visit—or several visits. Peacocks will share one's lunch, even appropriate it from the unwary. Open air theatre performances take place occasionally on the stage and seating structures are noteworthy. And there is always so much to see and do on a property open to the public at any time from April to the end of September.

Useful addresses:

The Exeter Maritime Museum, Publicity officer, Miss J. Richards, The Quay, Exeter, Devon.

Brownsea Island, Head warden, Mr. A. T. Bromby, Poole Harbour, Poole, Dorset.

winter sports

The concept of a coach in skiing is a relatively recent development and is particularly relevant now when the formation of sound objectives is needed for young skiers

Aspiring to excellence

Dave Francis, director of the English Ski Council on the National Coaching Scheme

At a time when the world's attention is drawn towards the Winter Olympics it is perhaps appropriate to look at our own efforts here at home. Not so much on how skiers get to international level—by and large the system is common to most sports—but more the method by which they are trained and coached.

The English Ski Council, now formally accepted and financially aided by the Sports Council as the governing body for the sport of skiing in England, is constituted to foster and promote the interests of English skiers and all aspects of their sport at home and overseas. Jointly, with the Ski Council of Wales and the Scottish National Ski Council it is a constituent member of the Great Britain Governing Body. In the sport that has had a complex historical evolution and is also closely tied to the ski industry, it has often been confusing to the layman to know who represents them.

To put the record straight, the English Ski Council and the other home councils are governing bodies and other groups other than the British School Ski Association, are clubs or electoral agencies or racing specialist clubs. Such groups are constitutionally [illegible] the respective national governing bodies and, in short, most are constitutionally associated with the English Ski Council.

The function ESC administers the National Coaching Scheme in accordance with the wishes of the English, so it is totally with the other [illegible].

The scheme embraces three categories: the performer, the [illegible] and the coach. The work is [illegible] and directed by John [illegible], Director of Coaching, [illegible] English Ski Council, who counterparts in Scotland and Wales, they come together as a group to talk through common problems and obviously agree to initiate nationally [illegible] efforts relating to local needs. Thus time to time.

In preparing the scheme, careful thought was given to the major role played by the coach and the [illegible] in bringing the sport to so many young people.

The structure was therefore designed to embrace them and it is particularly heartening to note the strong support of BAALPE in their report on safety in physical education, which they refer to the national standard recommended for teachers leading ski parties and teaching children to ski. These standards for ski party organizers and artificial slope instructors, form part of this coaching scheme.

To administer the schemes effectively and in order to avoid too much abuse, a simple certification structure has been established whereby a coach or official qualification once received, can only be deemed effective through a three-year revalidation system. Technical and rules change rapidly in the sport and it was seen appropriate to set this time limit upon a qualification.

Furthermore, registration is essential in order to receive the support services of the governing body, in as much as it acts as a "guarantee" that a qualified person is committed to the activity and therefore the qualification is only fully valid upon annual registration.

The following diagram shows the coaching structure identifying how a skier can move from one category to the next.

The National Coaching Schema
Coach Award Schsme

Performers	Coaches (Trainee Instructor)	Officials
Leisure Skiers Recreation		Ski party organiser
Club, team members	Artificial ski slope instructor	ASSI examiner
Regional Squad members (jnr. & sen.)		Race officials
Free-style competitor	Coach	Free-style judge and Tech officer

Individuals may register with the national coaching scheme in more than one category if this is applicable, ie, as coach and official. All categories are required to register annually under the scheme and to keep a log book which is provided on initial registration.

The coach award schsms, a subsection of the coaching schsms, has, in common with the other sections, the pursuit of excellence as its objective.

The concept of a coach in skiing is a relatively recent development and is particularly relevant now to skiing in England and Wales, when the formation of sound goals and objectives is needed for our young skiers. Those performers aspiring to excellence today will receive education and training in skiing on a very broad base and from many different sources and it is as the *vital focus* to the broad development of the performers that the coach serves.

Having placed the coach award scheme in perspective within the Ski Council's activities it is important to stress the underlying principles and needs which have determined the structure of the scheme. At first glance this may appear very simple but this is not so. Indeed, it is perhaps one of the most difficult tasks that a coach will be confronted with.

By and large most people live by and through the specific; they are required to handle only that which arrives at their bench or desk. Therefore, when it comes to doing their part-time sport, it is only natural that people will tend, consciously or sub-consciously, to reproduce that pattern. They will tend to become over-involved in detail, like where to put the feet or hands and how to hold the shoulders. Many will have great difficulty in seeing the total picture of the activity and the fundamental requirements.

This is a major goal of the coach, to see and to think in broader concepts; generally speaking, the greater the concept the greater the satisfaction.

Budding coaches are encouraged to realize that they are more than purveyors of technique; they should be capable of, and prepared to help their trainees beyond simply improving their competitive abilities. The coach will realize the part that sport can play in society at large, what kinds of contributions it can make and how he can help those contributions. He will help his trainees to value the special human contacts and social interchange that his sport brings, to develop discipline and compassion, to strive to create and maintain a desirable environment in which to ski and to live and so to live more fulfilled lives.

Coaching is linked with the pursuit of excellence and to many this means winning. While winning can be of major importance, success is the important factor that coaching should bring. For every winner there are countless losers, but in the striving for personal excellence all can realize success. Skiing is a recreative activity—done for pleasure—and covering a very wide range of possible participants: young children, boys, girls, men, women and older people whose interest in the sport and recreation of skiing range from international representation to skiing for leisure.

The link between the three categories of performer, coach and official has already been highlighted by a number of our young teenage skiers gaining qualifications under the coach award scheme or taking BASI instructor qualifications. Some coaches are becoming very proficient and specialist as officials.

More common, however, is the move of the school teacher from taking the Ski Party Organisers Certificate to becoming either Trainee Instructors or fully qualified Artificial Ski Slope Instructors. This is due to the fact that once they have taken the party abroad they have seen the value of continuing the programme on returning to this country and getting more actively involved with their pupils. Certainly education authorities such as Wolverhampton Metropolitan Borough have developed their own ski programmes and their own ski slopes in order that a twelve month a year programme can be developed and where through the English Ski Council Regional Ski Associations they are able to employ staff to train and qualify their teachers as ASSI's and trainee instructors.

Following discussions between the Department of Education and Science the Sports Council and the English Ski Council several years ago, the role of the Ski Party Organizers certificate was put under the microscope. As a consequence a small working party is

continued overleaf

In ever increasing numbers children from the UK are enjoying the ski slopes of Europe.

Schoolplan

JOIN US IN 1981

Ski Schoolplan and join the many hundreds of satisfied school parties from all over the U.K. Our success and growth rate is unparalleled in the school travel field but our priorities have not altered: Top value, attention to detail and personal service are the hallmarks of a Schoolplan ski course.

Our backup service is always there: a complete network of Travel Advisers, computerised systems, and a first-class Continental organisation controlled from our own office in the Alps.

SKIING THAT IS SIMPLY BETTER

We make life simple for you by taking the worries off your hands. Join us next winter, you'll notice the difference. Top value skiing, low prices guaranteed, departures from Luton, Gatwick, Cardiff, Glasgow, Teesside and Belfast, weekend day flights on Saturday from Luton and Gatwick, more nine and 10-day skiing than ever before, the best choice of real ski resorts in Italy, France, Austria and Yugoslavia.

SCHOOLPLAN—MAKE MORE OF YOUR SKIING NEXT WINTER

Please cut out and send to: Schoolplan House, 77 Grand Parade, Brighton, Sussex BN2 2JA. Telephone: 0273 697411. Telex: 87374.
Please send me a copy of your new Winter Brochure
Name .....
School .....
Address .....
School Tel. No. ..... Home Tel. No. .....

"WINTER SPORTS 1980/81"

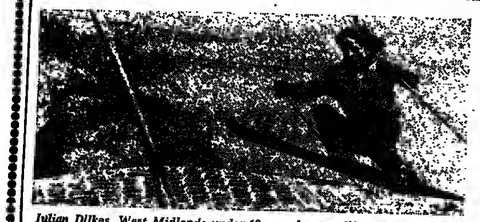
Next winter avoid

1. Changes in Hotels
2. Large surcharges
3. Unrealistic prices quoted to make a Booking
4. Last minute changes in airports
5. Split groups etc . . . etc . . .

It is really worth paying that little extra to ensure a trouble free holiday.

Enjoy a trouble free ski Holiday with up to 6 days on the slopes instead of 5/6 days as on most school tours. For details of our 1980/81 programme contact

EUROPA Sports Tours,
67 Station Road, Hesketh Bank, Preston PR4 6PB
Tel: 077 473 2171



Julian Dilkes, West Midlands under-19 squad, a qualified artificial ski-slope instructor.

"Aspiring to excellence" continued

now preparing to edit a revised version of this certificate which we hope will be far more purposeful to teachers and to education authorities and to other youth organizations; this will be in readiness for 1980-81 season.

Levels of participation are not necessarily related to levels of ability alone. Opportunity and commitment are important factors and the Coaching Scheme recognizes that "sport for all" is a philosophy applicable to skiing and makes it possible for all skiers to express themselves in their own way—through the sport—so that they benefit themselves and hence, the society in which we live.

The coaching scheme has established areas of activity in which skiers can develop competence and then, striving for personal excellence, realise success and great satisfaction from their chosen sport.

It is true, therefore, that the coaching scheme does not have as single major goal the production of "winners". It is an inevitable consequence of such a scheme that as personal standards rise, competition, commitments and, ultimately, abilities will rise also. That will bring greater numbers of skiers into the ability and the will to succeed into the ranks of national and international competitors and coaches and officials, who will serve the sport at its highest levels.

The coaching scheme aims to bring its registration categories through its registration categories bring to those participants a recognition of the responsibility that they have to the sport at all levels and to the governing bodies and the national ski councils.

Thus the scheme allows for all those committed to the pursuit of excellence and gross roots development of participation to show their support for the national governing body and so enable it to implement its objectives on behalf of all skiers.

English Ski Council, Area Library Building, The Precinct, Halesowen, West Midlands B63 4AA.

Are you going to like skiing?

Take some dry ski lessons first and find out advises John Aitken

Watford Ski School is laid out on a natural hill.

The successful organization of a school ski party can be a most difficult task, as anyone who has been involved will confirm. There are some bonuses if you care to accept the challenge, the most obvious one being able to enjoy the holiday, having ensured that all the doctor work has been completed in record time.

There were some statistics bandied about that indicated that about 87 per cent of the British public, who went skiing without any preparation, gave up within the first three days of arriving at a resort—either due to their feet being so uncomfortable that they could not stand the pain any longer or because they never managed to grasp the rudiments of using the equipment before they were forced to withdraw, bettered, battered and exhausted.

Another risk of such an enterprise is that the pupils may not be able to be out of dark until late Easter, when I watched several parties of school children at Sauze D'Oulx, which must be truly one place which has done more than any other resort I can think of to further the interest of British young in skiing. There they were in their hundreds, dressed for the part, all eager to go but within no time, reduced to a battered few who grasped the essentials in time to survive and enjoy the pleasures which abound on a skiing holiday.

As for the rest—they were to be seen swaggering round the piste bare nursing their sores and glad to be out of it. What a waste of money to get all dolled up in the gear and never to sample the exhilaration, when with just a little extra expense and effort before leaving this country they could have been up the mountain enjoying anything else but the sport.

Taking the challenge, I am, of course, referring to dry ski lessons before leaving.

With the cost of the holiday mounting annually there seems to be a very good case for either adding the cost of dry ski lessons into the whole package or perhaps to try dry skiing lessons first, to see how well the children will take to the sport. Every year some school teachers ask for just one hour's lesson "as we can't afford any more." I wonder if they have any idea of what they expect or should expect from a dry ski school.

Admittedly there has been a rapid growth of dry slopes around the country over the past 10 years. Some have not stayed in business long enough "for one reason or another" to have been noticed or appreciated, so the best advice I can offer is to contact the Ski Club of Great Britain or the Regional Ski Association, whose address you should be able to obtain from your local Sports Council office, to find out what you can from them.

If one were to make comparisons between progress on the snow after four or five days, with no previous experience at all, most people will agree that the equivalent proficiency can be achieved in about six hours on an artificial slope, for a net cost of about £12 each. Given twice that time one would expect to achieve a standard reached after several weeks on the snow—at least that is the objective set at Watford Ski School, which in skiing terms means capable of considerable control at all times and probably able to ski in the open stance parallel, which is not only a rectilinear good foundation for better things to come but a state of affairs which probably means that accidents are minimized if not eliminated.

If you achieve this, apart from knowing whether you are going to like skiing, if you decide for it is a lot cheaper than asking parents to fork out about £50 for the holiday plus about another £50 towards pocket money, the purchase or hire of any necessary clothing and equipment, that makes a course of dry ski lessons an economic necessity.

For those teachers who are considering how they can best find out for themselves what their responsibilities are, I strongly recommend they contact their local Ski Club or PE adviser and ask them to organize a Ski Party Training Course. Even if you have no party skiing there are often useful things to be learnt from the curriculum which can be learnt by any other means, such as how to successfully apply for small grants to meet some of the costs of such an undertaking, and, last but not least, half of the course is a compulsory skiing training session on an artificial slope. Provided that course is organized in this period some time Easter the charge will be less than at any other time and, as far as my Watford Ski School is concerned, would be purely nominal to cover expenses.

There are many types of artificial used for simulating snow conditions and I use Delta on the grounds seem to be able to achieve more than average results in teaching the rudiments of skiing, as Delta is to resemble snow conditions. It is laid on a natural hill which is more realistic than most machine-built slopes. The equipment used is snow equipment and the ski sticks have special baskets to ensure that they do not catch under the matting—a common cause of accidents on many slopes, so perhaps it is just as well to check on how safety conscious your local slope is and what sort of traffic record they have.

UP TO £70 OFF SKIING HOLIDAYS.

Thinking of going skiing in March? If you book a skiing holiday at any hotel in top Spanish resorts like Formigal, La Molina, Masella and Cerler, we'll take an incredible £60 or £70 off the price of a two week holiday, and £30 or £35 off the price of a one week holiday. Departures are from Gatwick, Luton or Manchester.

These fantastic savings are available as long as you book before the end of March. So get round to your travel agent straight away, and ask about our [illegible] our prices.

Holidays are subject to availability

ATOL 1520 Thomson Wintersports

Great Value for Next Winter

SKI HOLIDAYS IN AUSTRIA & ITALY

Fully inclusive of
* Accommodation
* Ski equipment hire
* Lift Pass
* Ski Instruction
* Entertainment

Transport by coach or jet

ABTOL IATA **NAT EUROTOURS**

Group Dept, 20 Kensington Church St., London W8 4EP
01-937 4137/8 9683/4

"Ski Gear" School Ski wear Service

is used by L.E.A. and school groups all over the U.K.

The comfort, safety and appearance of each skier in your group is important and a practical, economical approach to solving clothing problems will be welcomed by parents of young skiers.

"Ski Gear" packs are part-hire/part-purchase
"Ski Gear" prices are realistic and sensible
"Ski Gear" offers samples, advisory service for parents' meetings and special staff arrangements.

"Ski Gear" cares about your problems

Contact Mrs Pamela Briggs for personal visit, samples or "What to Wear" brochure.

Ski Gear Ltd.
Station Road, Southwater, nr Horsham W Sussex. Southwater (0403) 731135

winter sports

The self-catering craze

Robin Mead recommends France for family winter holidays — whether you want to ski or not

The Norwegians invented skiing, or so the historians tell us. And it was the Swiss who popularized it. But it is the French who have given it that *je ne sais quoi* which has helped to make it one of the world's greatest participatory sports.

First, they dreamt up the easy way to learn the sport: the short ski—or *ski evolutif*—method. And then they introduced self-catering holidays to the skiing market.

The result has been a boom in family ski holidays—and that boom has now reached the British market.

This winter, thousands of Britons—many of them families or groups of young people—have set off on skiing holidays without the worry of additional hotel charges for such expensive extras as après-ski entertainment, folkloric dances, and liberal quantities of warm booze.

Instead they have combined the advantage of cut-price "package holiday" air travel, or even of taking their own car, with cut-price—and very convenient—accommodation: the comfort and privacy of their own self-catering apartment.

Next winter, the pundits say, this trend will be even more pronounced. And, not unnaturally, many of those skiers will be heading for the country which has perfected the self-catering ski holiday system: France.

Isola 2000 is a typical French ski resort which has made the most of its opportunity by offering both hotel and self-catering accommodation.

It is a resort with strong Olympic connexions. It was former Olympic skier Peter [illegible] who had the idea of [illegible] a brand new resort 6,500ft [illegible] the Alps behind Nice, and a [illegible] carried out his plan.

The resort now has its own [illegible] station in Britain.

Isola 2000 is a corner of the Alps with a stronger-than-usual concentration of British skiers. It has plenty to offer them. One massive building houses three hotels, with 422 rooms between them, and self-catering apartments with a total of 4,500 beds. Shops, restaurants, discos—they are all under the same roof.

You do not have to set foot outside, let alone ski boot. But you will.

A young skier demonstrates the classic "snowplough" stopping position.

For alongside the building housing the entire resort runs the broad expanse of *The Boulevard* which, despite its name, is one of the longest beginners' ski slopes in Europe.

For more experienced skiers, the lifts and cable cars climbing steeply up the surrounding mountain sides point the way to a wealth of more challenging runs.

And the less active are not forgotten. Beside *The Boulevard*, glass walls surround an open-air swimming pool where you are sheltered from the wind and can bask in bright sunshine which, when I was there last February, sent the temperature soaring up into the mid-sixties. The only mystery was why the snow did not melt.

Isola 2000 (London office: 32, Berkeley Street, W1) is a personal favourite, if only because it is so easily accessible via Nice. But other famous French ski resorts are also offering self-catering holidays next winter—among them Les Arcs, Chamonix, Tignes and Val d'Isère, which are all recommended. There is also the new Val Morel.

Even cheaper than flying or taking your own car are the increasingly popular coach-and-ski holidays operated by firms like Sunmaid. They took 7,500 Britons by coach to Puy St Vincent, in the southern Alps, last winter, and doubled their capacity this winter. Next year . . . who knows?

And the self-catering craze has spread beyond the Alps. In the Jura, which are hilly rather than mountainous, there are new self-catering packages for cross-country skiers—a sport which combines the thrills of skiing with the broad vistas enjoyed by hikers. The experienced, or the not so experienced but very fit, may like to attempt the 100-mile crossing of the Traverse de Jura (details from Doubs Department Tourist Office, Besançon).

After cross-country skiing trends, what will the French think of next? Well, they may have already thought of it. In some resorts, this winter, they have risked the extraordinary step of taking the "ski" out of skiing holidays altogether.

They have done so to attract those winter holidaymakers to whom skiing is anathema but who would still like to combine some outdoor (or even indoor) activity with the universal delights of "après-ski".

So now you can combine skiing—or replace skiing altogether—with tennis (at Auraus, in Dauphiny), riding (at Villard de Lans and Val Cenis, also in Dauphiny), or hockey (Megève).

At Les Arcs, there are winter holiday courses in woodcarving, weaving, cookery and photography. You can combine those courses with a self-catering holiday—and naturally there is no need to miss out on any of the other traditional ski resort activities such as heated swimming pools or the boisterous evening entertainment.

But, when choosing a self-catering winter holiday—whether you intend to ski or not—it is still important to seek expert advice. The reason is that some French resorts have cashed in on the self-catering craze by, for example, charging ridiculously high prices in resort stores and restaurants.

A hard fact of life is that when you are high above the tree line at 6,000ft and the only shop within miles, you can charge what you like for groceries and other essential goods.

So ask advice from someone who has been to the resort in question, or from the French Tourist Office (178 Piccadilly, W.1).

And, just to be on the safe side, make room in your luggage for a few essential foodstuffs. Otherwise, the cut-price self-catering skiing holiday may not work out quite as cheaply as you hoped.

Ski-bobbing: a favourite sport with winter holiday-makers which even beginners pick up quickly.

schools abroad Group

Out now: Skiing for Schools 80/81

Ski at the Top

The strength of the Schools Abroad programme is top ski-ing at top resorts. An unrivalled choice of highly [illegible] centres has been expertly selected with the young skier in mind. Just look at the remarkable range of centres Schools Abroad have put together.

Resort	Highest Ski-Point	Centres	Highest Ski-Point
[illegible]	[illegible]	ARTESINA	6,800 ft
[illegible]	7,100 ft	BARDONECCHIA	8,100 ft
[illegible]	[illegible]	SAUZE D'OULX	8,225 ft
[illegible]	8,880 ft	JOUVENCEAUX	8,253 ft
[illegible] ARTESINA	6,800 ft	VAL SENALBA	10,700 ft
[illegible]	8,100 ft	MACUGNAGA	9,600 ft
[illegible]	7,550 ft	MAZZIN-CAMPITELLO	8,890 ft
[illegible]	5,300 ft	BULGARIA	
[illegible]	7,000 ft	VITOSHA	7,180 ft
[illegible]	7,000 ft	PAMPOROVO	6,460 ft
[illegible]	8,398 ft	FRANCE:	
[illegible]	7,160 ft	CAUTERETS	7,476 ft
[illegible]	8,125 ft	AUSTRIA	
[illegible]	8,648 ft	MALLNITZ	8,612 ft

Easter Ski-ing

Easter in 1981 is late with peak holiday departures [illegible] right at the end of April. Our brochure is packed with high level centres. Choose wisely—choose high—choose Schools Abroad!

Pick Your Own Free Place Ratio

A unique new Schools Abroad free place scheme for accompanying staff. Whether your priority is to keep prices down or have a generous free place ratio we have a scheme to match.

You simply choose to take 1-8 or 1-10 or 1-15 free with a progressive reduction in price.

Travelling in Termtime

Save as much as £65 per person on one of our termtime departures. Our Flexipackage scheme gives you maximum reductions. If you travel in termtime each participant will have a free copy of 'Learn about the Mountain Environment' with project work. Many Education Authorities will allow school groups to travel in termtime if the educational and environmental project is part of the course.

Low Cost Lift Passes

At all our centres we have arranged *low* cost lift passes saving you £££'s.

New in 80/81

* More flights than ever from Luton
* Low cost coach departures to a wide range of centres
* Highly competitive prices to Leysin in Switzerland
* Additional accommodation at the resorts of Artesina, Folgaria and Tonale taken over from Skiscope, recently acquired by Schools Abroad
* More high level Italian ski-ing at Colle di Tenda, Caspoggio, Trafoi and Mazzin-Campitello

Schools Abroad Group,
Jubilee House, Burgess Hill,
West Sussex RH15 8DX

Telephone:
New Winter Sports bookings only:
Burgess Hill (04446) 45636
All other telephone calls:
Burgess Hill (04446) 42825
Telex: 877156
ATOL No. 1068B

Please send me Ski-ing for Schools 80/81

Name

School

Address

Telephone No.

TES1

winter sports

The right kind of party

Dudley Wilson introduces The English Schools Ski Association and takes a trip to Norway

Four girls and a boy of the Scottish Ski Club have fun on a ski bob before the serious business of racing.

Though a young organization (founded 1978), The English Schools Ski Association is flourishing with an expanding membership countrywide of schools, schools ski clubs and l.e.a.s. With probably around 120,000 school children taking group ski tours yearly the market is large. The forming of this new association is timely, with its aims to encourage skiing as an educational activity and to improve school party organization and leadership.

The association circulates useful material to members, promotes annual championships on artificial slopes and snow, as well as liaising with bodies such as the English Ski Council. I am happy to say that the association has already made an impact on the world of school skiing.

Some authorities regard skiing as part of the curriculum and groups travel in term time with their blessing. Others insist parties leave at half-term or in vacations when, of course, demand forces prices up. I do come across schools who treat the whole thing as a "lark" with teachers and pupils behaving less than responsibly. But there is plenty of evidence to show that such behaviour is rare. After a recent journey with a school ski group I have little doubt as to the educational value of even the basic travel, and certainly none as to the experience of winter life abroad.

The discipline necessary to cope with controlling unfamiliar skis, boots and poles in a strange white environment is usually rewarded by the pleasures of beginning to ski easily. Skiing demands basic skills, coordination and courage, too. The association, I know, will argue strongly for these values.

In recent years emphasis has been placed on sound instruction for beginners. Some youngsters return on follow-up trips but most remain beginners. At home we have decent dry ski facilities supplemented by, in the main, Scottish snow centres such as Aviemore, Glenshee and perhaps soon, on Beo Wyvis. The then is the formula: instruction and practice on artificial slopes with trips to snowy highlands to complete the mastery and enlarge the educational experience. The new association, backed by the expertise of its officers, will bind this into a yet more effective formula by examining and furthering standards.

The next step, already taken, is to bring on talent to the highest standards in competitive racing and, who knows, in ski jumping too. The wider outdoor possibilities afforded by cross-country skiing, a skill achievable by almost all, should also be examined.

George Slee has, for more than a decade, played an important role in developing school skiing. As regional adviser for Outdoor Education in Northumbria and Chairman of the English Schools Ski Association his is an achievement worthy of salute. At the county's 240metre ski slope roughly 5,000 youngsters a year receive basic training with some competition and race training events. Allerheads offers snow-covered slopes for the "real thing" in most winters. This is augmented by travel to Norway; since 1971 he has arranged for over 5,000 pupils to visit Voss on ski tours. He has concentrated too on building up a band of qualified ski instructors, teachers who can lead their children with confidence.

Earlier this month I joined one of George Slee's groups from Newcastle to Voss. The children came from Morpeth and Hexham schools. Throughout I was impressed with the quiet efficiency of the organization, with the cooperation and turn out of the children who had been well prepared for their trip.

It was delightful to share their excitement as our coach left Bergen passing snow-covered wooden homes and frozen lakes with brightly-dressed kids playing hockey. The road passes through a dozen or more tunnels into Voss where vast waterfalls leap down the cliffs. The pass over to Aurland from Dale is impressive and exciting.

In Voss we were accommodated at the excellent new Vossevangen just outside town. This is comfortable, well cuisined, providing a warm and pleasing atmosphere. Toilets and showers are provided for every room and guests have free use of sauna and games rooms. The dining room looks over the lake where hardy ones bore through the ice to fish for a type of char. The hostel shop does a brisk trade in fizzy drinks, badges, chocolate and postcards.

This evening we were fitted with boots, each pair bearing a child's name and correctly sized from information provided beforehand in advance. The next day after breakfast in the chill of a morning the tramp began to the cable car to collect skis and then the cable swings us up through the clouds to Chairlift-hooked to the nursery slopes in the sun, protected from any winds that may spring up. Standards of equipment need all. You are high and it was well satisfied. The two-hour daily tuition by Nielsen and his team of English speaking instructors provided was backed by a further two-hour period of practice supervised by accompanying teachers, some of whom numbered a nationally qualified instructor and one a regional ski teacher certificate.

We lunched on soup and mounted by sandwiches that we could prepare their own in the Norwegian manner from the "help yourself" breakfast table at the base hostel. In the late afternoon we returned weary but children eager to progress already wise in the ways of skis and hoists, familiar too with ski kit each now less a stranger paraphernalia and more an extension equipment to move effortlessly down snow-covered hills.

Children' revive' quickly after supper in the supervised study, largely of material related to Norway that I designed and compiled with crammed with exercises in jeugas and study projects. My carp here is that it needed longer, in consideration of such Norway must be more closely related to her oil wealth.

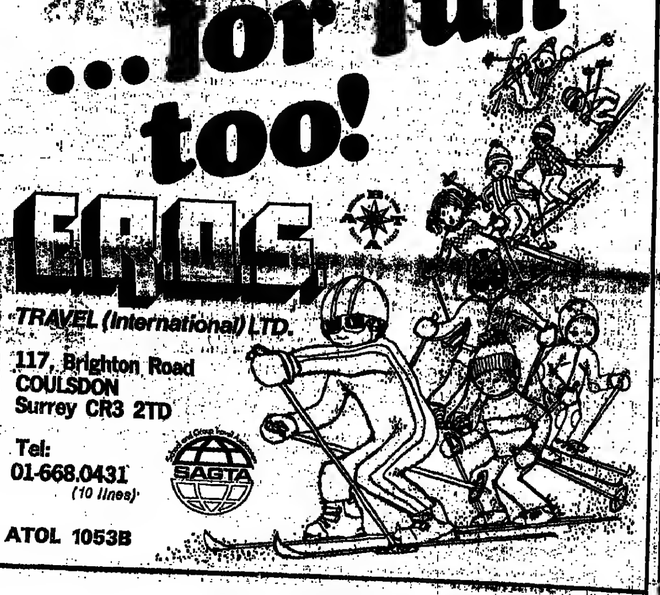
This ski group was in every way exactly the school party which the Schools Ski Association should as its norm and it was heartening to see such success partly due the leader responsible organizing 90 children. Deputy head Snowden provided just the kind of understanding essential to such ventures. I heartily recommend school parties. The Alps, too; I noted, carries visitors training these pleasures of Voss were a decent showing of trial skiers, some going cross-country ("ski" in a big way).

From a video lesson, training session meeting with west in Voss I saw enough growing "stomach" in youngest skiers attempting Hot shotism racing. Our squad was far from the infinitely more precise Norwegians born to the sport, it were. This event with ship from Dan-Air followed second Artificial Ski Slope pionships held at Glenshee October with generous sponsorship this time from "Schools Above".

A vigorous ESSA means a lobby for school skiing standards, keener competition progress has been swift. For write to the Hon Secretary Ian Gilyeed, 53 Barnfield Harpenden, Herts.

EDUCATIONAL & RECREATIONAL OVERSEAS SERVICE

SCHOOLS SKI with EROS ...for fun too!



EROS TRAVEL (International) LTD.
117, Brighton Road
COULSDON
Surrey CR3 2TD
Tel: 01-668.0431 (10 lines)
SAGTA
ATOL 1053B

The long kick-and-glide stride

David Wickers introduces cross country skiing

Is your image—or experience—of skiing is of a crowd living up to the usually expensive life up the side of a mountain in order to have hurtling down the precipitous slopes under their own momentum, you are probably only aware of the downhill or Alpine version of the sport. Its cross-country relative, often referred to as langlauf, nordic, ski-de-fond or just plain XC, is an entirely different matter. Its enthusiasts follow mainly wooded trails or hill tracks, well away from the clutter, and costs, of the downhill sports. Since it doesn't place the same emphasis on speed, and the steep slopes and chair lifts that are associated with such obsessions, it tends to be a far more peaceful, private and altogether "natural" pastime.

Cross country skiing is in fact the oldest form of transport. Neolithic cave paintings found in the Swedish Arctic circle depict people travelling on skis, probably made from the bones of some prehistoric reindeer. Today's cross-country skis are made of wood or synthetics, or a mixture of the two, and are longer and much slimmer in design than their downhill counterparts. Since they are expected to carry the skier across level ground, and uphill as well as down, so the bottom surface must be smooth as well as have grip. This is achieved either by coating the base with a dressing of wax, with a whole range available to suit the variety of snow conditions, or they may be made with a special waxless base, most of which look like rows of fishscales or lapping roof tiles. If you are new to XC ski-ing, or do not want to bother with the finicky business of scraping off old wax and applying a new sort every time the snow conditions change, opt for the waxless pair even though it involves a marginal sacrifice in overall performance.

In the wake of two snow-white winters an increasing number of XC skis became available in British outdoor sports and camping stores. In the United States there are over 200 models to choose from, including imports). There are four main categories of XC skiing and each demands its own type of ski. Racing and mountaineering models are for the highly experienced, light touring models for those likely to do most of their skiing on well marked and compacted trails, and general touring models suited for off trail adventures, perhaps carrying a backpack for longer wilderness jaunts. Whatever skis type the pair you buy should be stiff enough to reach the palm of the outstretched arm (at least one of the salesman in the shop should know what he is selling and advise you accordingly).

In comparison with the colossal boots worn by downhill skiers, the XC version look and feel more like carpet slippers. Their most peculiar features are the soles which extend to a flap in front and look like something from a clown's wardrobe. Each extension has three holes that fit corresponding pins on the binding. Unlike the all-embracing arrangement on downhill skis only the toe flaps are attached to the skis—which partly explains why XC skiers are far less prone to limb disasters. The poles are long (they should reach up to your armpits) and may be made from bamboo, aluminium or fibreglass.

A complete set of skis, poles, bindings and shoes can be bought for well under £100, an amount that downhill racers can spend on boots alone. Similar savings can be made on clothing. You don't need a specialist outfit for XC skiing; since you keep on the move there's less need to bundle up for the cold, and the same sort of sartorial pressures don't operate in remote rural areas as they do in the chic Alpine resorts. A couple of old wool sweaters, topped by a breathable cotton windproof anorak, will allow you to unzip or unpeel as you become warm, and layer up if you stop for a rest or the weather turns cold.

Breeches are the ideal bottom half wear, combined with gaiters to keep woollen socks dry, but any old trousers will do (except jeans—they tend to be too restricting and take decades to dry if they get wet). You will also need to wear woollen gloves or mittens and a hat (bobbles are not compulsory).

While tuition is helpful to get you moving in style it is not essential. Most novices manage the basic movements—the long kick-and-glide stride, arms swinging and poles pushing out behind—within a few hours. Turns, generally executed by shifting weight from one ski to another, snowplough stops and uphill travelling come soon after.

You have no need to go fast or tackle tricky terrain till you feel confident, and when you do make a mistake it will not carry anywhere near the same degree of risk as a downhill error. In fact, since your whole body works, your whole body benefits—XC skiing has even greater fitness returns than jogging.

XC skiing can be enjoyed wherever there is a few inches of snow—the park over the road will do for a start. In Britain Aviemore in Scotland has become the centre for the activity, with the Glenmore Lodge and a few other places now holding regular courses (in winter, naturally). No matter where they are located, XC centres offer the advantage of waymarked and compacted trails, instruction and equipment rental services, the latter being a sound idea for the first timer just in case it does not appeal.

The Scandinavian countries are the traditional XC skiing areas in Europe. Since it is often the only way of getting about it is popular at all ages (children learn at kindergarten and on Sundays families spanning three generations can be seen enjoying the sport). On any winter Sunday a sixth of the population of Oslo head for the 1,400 miles of marked trails, some floodlit, that surround the capital. The world famous Tommi Murstad Ski School is in Oslo; Lillehammer is another important centre. Sweden is the home of the Vasaloppet XC ski race held annually in March which attracts 10,000 entrants. In Finland skiing lasts from January to April, with March being the best single month. Other popular areas in Europe are the Pyrenees, Vosges and Jura in France and also some of the Alpine skiing areas—check with the local national tourist offices for further details. On the other side of the Atlantic the most popular areas are found in New England, particularly Vermont, and parts of Canada.

Warm clothing is not necessary for cross country skiing

Feriendorf Centre

Book your School Skiing Holiday DIRECT to SWITZERLAND

The Feriendorf Centre, at Fiesch, in Switzerland, is ideal for schools planning 'Journeys' and holidays. Only recently made available to this Country, it is situated in the Rhone Valley, set amidst beautiful surroundings, and offers almost limitless opportunities for educational courses, environmental studies and sporting activities.

The Centre, attractively and spaciously landscaped, welcomes all nationalities. The standard of accommodation is good—the children sleep in dormitories; the food served is of high standard, plentiful and varied. The facilities on site include a large central restaurant, self-service cafeteria, shop, classrooms, recreational rooms, indoor heated swimming pools, a new gymnasium, play areas, Disco, Bowling Alley, Sauna, Squash and Tennis Courts. Outside the precinct, Fiesch, one of the picturesque villages nearby, offers itself for exploration, the surrounding countryside for sightseeing, walking, climbing and skiing.

All enquiries and bookings are made direct through the London office, in direct contact with the Centre in Switzerland. At present, skiing holidays of 8, 10, 12 days duration are offered during the winter months. Alternative requirements are quoted for on request. Children are accepted from the age of eight years. Parties, numbering up to two hundred pupils, are welcome.

Genuine FULLY INCLUSIVE PRICES* – Winter Season 1980/81

Skiing days:	6	8	10	
Price:	£167	£192	£215	(below 16 years old)
	£178	£205	£231	(16 years and above)

Free Places: 2 adults for every twenty paying persons

*FULLY INCLUSIVE means: Travel 'door to door' by luxury coach, complete board and lodging, hire of skis and boots, Swiss qualified skiing instructors (2 hours tuition per day, more on request), unlimited travel on all ski-lifts, hot lunches served, free swimming pool, gymnasium and Disco entries, fully comprehensive winter insurance and all applicable taxes. No surcharges made for increases in fuel prices, or rate of exchange.

Further information can be obtained by writing to the Feriendorf Centre, 2, Grosvenor Gardens, London, S.W.1, or telephoning Walton-on-Thames 45425.
N.B. This advertisement will appear once only.

Ski Travelaway into the 80's

Wide choice of resorts from traditional village to high level ski station

SKI ITALY
ST GREE – new to the British market, doorstep skiing with an exciting sports complex.
PRATO NEVOSO – wide range of superb skiing with an excellent snow record!
SANTA CATERINA – charming, high level village offering skiing for all grades.
PIANCAVALLO – a resort for all skiers, centre of the Women's World Cup 78/79, 79/80, 80/81.
TARVISIO – well established Italian ski centre with an excellent ski school.

SKI AUSTRIA
VILLACH – top class Austrian ski school, excellent ski areas featuring the "V78" descent.

SKI FRANCE
FLAINE – more than 50 miles of well-varied ski runs within a vast variety of skiing.

SKI BULGARIA
VITOSHA – Bulgaria's Number 1 ski resort offering for all grades.

SKI TRAVELAWAY for Top Quality Equipment, Top Quality Instruction, Top Quality Hotels.

Send for our new 80/81 brochure to:

SKI Travelaway
SKI TRAVELAWAY LIMITED
Maney Building, 29 Birmingham Road, Sutton Coldfield, B74 2QT. Telephone 021-355 3681
24hr Answer phone.

Name .....
School .....
Address .....
.....
TEIBO .....

ATTENTION PLEASE SKI PARTY LEADERS

Let us solve your equipment and clothing problems. "Hire or Buy". Choose which is best for you. Whether you are skiing this winter or next we would be pleased to bring along a display to school for parents and children. Ski pants to hire from £4.50. Provisionally reserve your display for next season now and you will enjoy a ski voucher for clothing up to the value of £20 n.b. Christmas ski groups able to have their displays prior to August 1st will enjoy last season's prices, free holiday vouchers for parents, 50% discount for leaders, 20% discount for staff.

Further details:

Sportswear Unlimited (ES) Ltd
Hesketh Bank
ST Station Road,
Preston PR4 8PB
Telephone 077-673 2171

A complete list of the Special Insets planned for publication in the TES during 1980 is available from the:
Advertisement Manager
The Times
Educational Supplement
P.O. Box 7
New Printing House Square
Gray's Inn Road
London WC1X 8EZ

SKI RENTAL SERVICE

SPECIAL RATES: for school parties on skis, clothing, boots, etc.

For further details contact
London,
309 Brompton Rd,
London SW3,
Tel:01-581 0127

Merrion Centre,
Leeds,
Tel:0532 31024

Edinburgh,
Wemyss Place,
Edinburgh,
Tel:031 225 8240

Please send details of your school ski party.
NAME
ADDRESS
TES 2/80

winter sports

A well-organized welcome

Bulgaria makes a very sensible choice for a school skiing trip, writes Hilary Wilce

Bulgaria might not be the first country that springs to mind for a winter sports holiday, but it makes a very sensible choice for a school skiing trip, being both cheap and, in the nicest possible way, cheerful. And since 25 per cent of its winter tourists are schoolchildren, it can offer a warm and well-organized welcome for parties of young skiers.

Skiing is centred on three resorts, none more than two hours' drive from the nearest international airport, either Plovdiv or Sophia. Prices are roughly comparable with Italy, and although facilities are still being developed there are slopes and runs for all abilities.

By far the most popular destination for school parties is Pamporova, tucked away high up in the Rhodope Mountains at the end of a long and half of stomach-churning drive up the valley of the Rivar Cepelarska, past trout farms and the peaceful Bachkovo Monastery.

Pamporova, like all Bulgarian skiing centres, is a resort first and last. There are a few hotels, each with their own, disco or bar, a number of trade union rest houses (NUT please note), shops and restaurants, but no village.

One great attraction for learner-skiers is that the gentlest nursery slopes are right by the hotels. Otherwise a chair lift to the top of the Snezhanke mountain gives access to other nursery slopes and longer, more demanding runs. On the summit there are restaurants serving tasty meatballs. Also a magnificent panoramic view from the top of Bulgaria's equivalent to the Post Office Tower—although taking pictures from here, particularly in the direction of the Greek border, is not recommended. (Not recommending it are plenty of burly Bulgarian security guards.)

Towards the end of last season, when a warm spring meant dwindling snow, skiers were tending to congregate on just one or two slopes. There, a party of Devon schoolchildren were learning the basics of skiing, divided into groups of about ten, with an English-speaking instructor per group. Their teachers (our reporter would have taken down names but for a total inability to let go of either ski stick) were well pleased with the trip.

School party with instructor on the nursery slopes.

Photos by Roger Fenton

Better than either Austria and Italy, said one with a long experience of school skiing trips. The instruction was clear and patient and the slopes were less crowded. All agreed that the hotel accommodation was adequate, the food hearty and the organization good. The local wine wasn't bad either, they added, smoothing dark glasses more firmly under woolly hats.

The representatives responsible for organizing the several hundred pupils who descend on Pamporova each week during the season (most of them British, and most on Schools Abroad holidays) are well versed in what pleases their young clients. There is a full evening's programme of discos, films and traditional "picnics" of roast lamb accompanied by ethnic dancing (the same dancers can be found later in the evening in scanty dress performing at a nearby night-club), while tuck shops set up on the hotel landings cater for tired and ravenous skiers.

Pamporova is a pretty, cuddly place scattered over open slopes. Borovets, by contrast, is a resort set more decisively in pine forests, although its Hansel and Gretel-style villas, once the property of the last of the late bourgeoisie, remind the visitor, more forcefully that this is eastern Europe. Experienced skiers enjoy the challenging black runs, but for the less experienced there are the usual nursery slopes.

Vitosha, the third resort, is above Sophia, the country's capital. Windswept and open, it is less has its own charm. The run is good for all abilities and nearness to the capital means an hour downhill with new views on the way—makes it an excellent place for combining skiing with sightseeing.

It would be a great pity to go to Bulgaria without seeing something more than the ski slopes—even a limited time means there is a chance to do anything more than take in the form communal and spectacular mountain scenery on route from airport to resort.

In Sophia it is well worth going to see the Alexander Nevski Church with its famous icons, the Rotunda of St George and Sophia Church, within from which it is possible to visit the famous Rila Monastery, founded in the 10th century and still a timeless serenity.

Of course, the whole visitor will see little of ordinary Bulgarian life, but there are instant small reminders that the other side of the iron Curtain. Street murals exhort workers to greater effort; Russian planes on the tarmac at Sophia's airport; most buildings exude the austere and disinfectant smell which seems to pervade eastern Europe.

It helps enormously to have a little knowledge of the language, history and culture, and to know a few basic courtesy words. "Dobro dye!" (cheers!) is one important one. It is also vital to remember that a shake of the head means yes, and a firm nod means no. Failure to grasp this simple fact may lead to a lot of confusion.

But ski offers a variety of resorts with runs and slopes for all abilities.

Shopping around

by Stanley Levenson

Shopping around for bargain school ski trips may be a fruitless exercise but it is worth examining the quality of other services offered by different operators, says Mr Randall Williams, director of the Bowles Outdoor Pursuits Centre, near Tunbridge Wells.

[illegible]

Visits and [illegible] are based on 690 replies to questionnaires, covering [illegible] 24,000 people, some 25 per cent of the estimated total taking part in organized school skiing.

Much of the detail is concealed with the six main operators [illegible] by the respondents: Ski Hounslow, Schoolplan, Schools Abroad, Skisoope and Travelway. Schools Abroad and Skisoope have since amalgamated.

The statistics show that seats [illegible] around an average of £123. But schools expressed disappointment with the big difference between off-peak and peak costs, about 27 per cent.

More important than the other services, such as the quality of the resort representatives, standards of equipment and changes in the travel and hotel arrangements.

The greatest number of questionnaire replies referred to the local rep, although the majority said they had been well served. Mr Williams observes that it would be wise for operators and teachers to clarify beforehand exactly what duties fall on their local.

Travel delays are another source of frustration with a 50-50 chance of a delay at some stage of at least two hours. Five airports were used by 93 per cent of the school parties, Luton and Gatwick primarily, with smaller numbers from Manchester, Glasgow and Manchester. Overbooked Milan, the most used foreign airports, had a high proportion of delays both inward and outward.

Mr Williams comments that "another major source of discontent, are the changes made in the flight, departure, airport and resort times of the individual by 50-50. There is little Mr Williams suggests, [illegible] for teachers and operators to minimize the consequences.

He also points out that there is still room for standards of equipment to be improved. Almost everywhere, for example, the length of skis was invariably wrong.

Mr Williams is careful to stress that some of the figures are only a general indication and that some of the detailed answers were ambiguous or more than facts. Even so, the report is well worth study by all intending teachers.

Beginners

Learning to Ski. By John Shedden. Published by Chancerel Publishers Ltd for Schools Abroad Ltd. £1.95. For anyone planning to go skiing for the first time, this book contains a wealth of useful information. It covers the whole process right through from choosing a resort, selecting clothes and equipment and putting on skis to the advanced movements and turns.

The exponents of the publishers, who are Britain's largest specialist ski-tour operators, is obvious throughout. They have also designed an attractive format and it will be a source of reference.

It includes some superb photos but the main information provided by sequences of line drawn figures with short explanatory captions throughout approach is entirely practical the text is kept to a minimum.

A very good section on practical exercises and another on advantages of downhill skiing would alone justify the price of the book—though it is very reasonably priced by current standards.

Perhaps most useful of all is a section on "Getting up after a fall". It begins with the all-important instructions: "Before you try to stand up, position your skis below you and across the fall line"!

Gillian Shephard

Winter Sports in Scotland 1980.

In Scotland the winter sports season lasts well into Spring so there's still plenty of time to come and make the most of the snow.

Our free booklet, Winter Sports in Scotland, contains all the details on courses, ski equipment hire, special events including the famous Glenshee Snow Fun Week, and full details on where to stay.

Please send me:
Winter Sports in Scotland 1979/80 ☐ FREE and also available
Adventure & Special Interest Holidays in Scotland 1980 ☐ FREE.

Name
Address

Tick appropriate box(es) and send coupon to Scottish Tourist Board, Dept. TES/WS, 23 Ravelston Terrace, Edinburgh EH4 3EU.

Scottish Tourist Board

PRIMARY
Deputy Headships
continued from page 32

HAMPSHIRE
KEYHOE DIVISION
[illegible] SCHOOLS

HEAD—Group 5.
September, 1980, at [illegible] built seminary, established and experienced and [illegible] Chief Inspector's report. [illegible] responsibilities [illegible] a major [illegible] in the curriculum. [illegible] or more of the following: Music, Drama, Language, [illegible]
Keyhoe Development [illegible] houses for [illegible] subject [illegible] to teaching [illegible] Council's regulations [illegible] removal expenses and [illegible] housing allowances are [illegible]
[illegible] form and full details [illegible] from the Divisional Education Officer, Keyhoe, Hampshire [illegible] 1HZ, only on receipt of a stamped addressed foolscap envelope.

CROYDON
(London Borough of)
CHURCH ST. C.E. (VA) JUNIOR SCHOOL
Shirley Road, Purley, [illegible] 2QS
Telephone: 01-660 7500
Vacancy: 1st September, 1980
Suitable TEACHER with experience required for post of DEPUTY HEAD of [illegible] primary school [illegible]. Applicants must be practising members of the Church of England, [illegible] and will need to have special responsibility for the religious life of the school but will be involved in all aspects of school education and will share in a major role involved in the life of the school.
Salary: Burnham Scale [illegible] Group 2.
With London Area Allowance. [illegible] expenses will be reimbursed (details on request). Please send full details of application form and curriculum vitae to the Headteacher at the above address as soon as possible.

DORSET
NICHOLAS C.E. (AIDED) SCHOOL
Wareham, Wareham
[illegible]
September, 1980.
[illegible] with renewal and [illegible]
[illegible] term, renewable on [illegible] September by March 31, and [illegible] from the Education Officer, County Hall, Dorchester [illegible]

EALING
[illegible]
[illegible] FIRST SCHOOL
[illegible] Drive, Southall.
[illegible] HEAD TEACHER required [illegible] 1980, or earlier. [illegible] Scale plus £609 [illegible]
[illegible] opened in January [illegible] 1980. It is designed for [illegible] 300 pupils [illegible] 1981 with 150 part-time [illegible]
[illegible] being skilled teacher, experience, candidates [illegible] in which necessary to [illegible] a positive and [illegible] a positive teaching [illegible]
[illegible] forms (B.A.R.) from [illegible] Road, Southall. [illegible] to be returned as soon as possible.

ESSEX
[illegible] COUNTY [illegible]
[illegible] Brentwood [illegible] Brent 1334
[illegible] with spare [illegible] with [illegible] Education [illegible] 1980.
[illegible] Road, Harlow.
[illegible] 3372
[illegible] Enthusiastic, [illegible] with special [illegible] Portland Sloping [illegible] the curriculum [illegible]
[illegible] 29 March, 1980. [illegible] Education Office, [illegible] 1 Mark Hall [illegible] 7241, ext. 58.

HAMPSHIRE
[illegible] COUNTY [illegible]
[illegible] HEAD TEACHER—Group [illegible] Lodge Junior [illegible]
[illegible] 1980.
[illegible] Head for details [illegible]

HERTFORDSHIRE
[illegible] SCHOOL
[illegible] Road, [illegible] 2QA
[illegible] TEACHER required [illegible] 1980 [illegible] Scale plus £609 [illegible]
[illegible] Education Officer, County Hall, Hertford [illegible]

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
EAST RIDING OF YORKSHIRE COUNTY
PRIMARY SCHOOL
Florence Hill, Bridlington, North Humberside
GROUP 5
Required for September, 1980, an enthusiastic and experienced teacher as DEPUTY HEAD to this new five to 11 primary school with expanding numbers expected to reach 300 in five years.
Applicants should state particulars of age, qualifications and teaching experience.
Application forms and further details are available from the headmaster at the school to whom completed forms should be returned by 10th March, 1980.

KENT
KENT COUNTY COUNCIL
EDUCATION COMMITTEE
ORPINGTON DIVISION
ANDREW JUNIOR SCHOOL
Group 4
DEPUTY HEAD TEACHER required to take up duty Summer term, 1980.
Application forms and further details available from the Divisional Education Officer, Orpington Divisional Office, Orpington, Kent, to whom they should be returned by 14th March, 1980.

MANCHESTER
ST. WILFRID'S C.E. JUNIOR SCHOOL
Hulme, Manchester M22 4NH.
Required from September, 1st, 1980: DEPUTY HEAD.
Application forms and particulars obtainable from the headmaster (tel: 061-998 6653), to be returned by March 13th.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
ENGLISH MARTYRS R.C. INFANT SCHOOL
(Group 4)
APPOINTMENT of DEPUTY HEAD TEACHER
Vacancy as soon as possible, a suitably qualified and experienced TEACHER for the post of DEPUTY HEAD of this Roman Catholic Infant school and nursery class for approximately 240 pupils situated in and serve the Benwell area.
Application forms and further particulars obtainable from the Headteacher, English Martyrs R.C. Infant School, Benwell Road, Newcastle upon Tyne NE4 7LT, or 0632 [illegible]

NORFOLK
[illegible] COUNTY COUNCIL
EDUCATION DEPARTMENT
[illegible] PRIMARY SCHOOL
[illegible] Road, Harlow.
[illegible] 3372
[illegible] Enthusiastic, [illegible] with special [illegible] Portland Sloping [illegible] the curriculum [illegible]
[illegible] 29 March, 1980. [illegible] Education Office, [illegible] 1 Mark Hall [illegible] 7241, ext. 58.

HAMPSHIRE
[illegible] COUNTY [illegible]
[illegible] HEAD TEACHER—Group [illegible] Lodge Junior [illegible]
[illegible] 1980.
[illegible] Head for details [illegible]

HERTFORDSHIRE
[illegible] SCHOOL
[illegible] Road, [illegible] 2QA
[illegible] TEACHER required [illegible] 1980 [illegible] Scale plus £609 [illegible]
[illegible] Education Officer, County Hall, Hertford [illegible]

SHEFFIELD (City of)
EDUCATION COMMITTEE
[illegible] NURSERY SCHOOL
Thorncliffe Avenue, Sheffield [illegible]
Required for September, 1980, or earlier: Deputy HEAD TEACHER for this Group 2 school.
An enthusiastic candidate experienced in nursery school education is required to be involved in developing nursery provision in the city and establishing a progressive school.
Applicants forms are obtainable from the Chief Education Officer, Education Offices, Leopold Street, Sheffield [illegible], to whom they should be returned as soon as possible.

SHROPSHIRE
EDUCATION COMMITTEE
SHROPSHIRE COUNTY
JUNIOR SCHOOL
Cluthered Lane, Shrewsbury SY1 [illegible]
DEPUTY HEADSHIP
Vacancy
[illegible] teacher required September, 1980. Keen interest in infants work essential. Direct application.
Applications and further particulars from the Headteacher, [illegible]
Closing date 14th April, 1980.

Other Posts on Scale 2 and above

EALING
(London Borough of)
Education Service
CHEST SCHOOL DIAGNOSTIC CLASS
BURTON FIRST SCHOOL
Gifford Lane, Greenford.
Required for April, 1980, or as soon as possible thereafter, for single class of up to [illegible] emotionally disturbed children.
For further information see under Special Education, Scale 2 posts elsewhere.

EAST SUSSEX
WADHURST C.S. PRIMARY SCHOOL
Stonyrock Green, Wadhurst, [illegible]
Tel: [illegible]
Required from September will qualified and experienced TEACHER to teach a class of juniors aged slow learning children. Previous experience or qualification in remedial teaching essential.
Scale 2 grants available in approved cases.
Application forms (S.A.E. please) from Area Education Officer, Sackville House, Grove Road, Eastbourne, BN21 4TH, and return to the Headmaster by 14th March.

RAVENRING
London Borough of
WYNDHOLE JUNIOR SCHOOL
Wingletye Lane, Hornchurch, Essex (Hull 430)
Mixed Junior Class TEACHER (Scale 2)
For further details see our display advertisement under secondary vacancies.

NEWHAM
London Borough of
GORDON JUNIOR SCHOOL
Tanner Road, Forest Gate, London, E.7
Deputy Head: D. G. Joice
Required for September, 1980, a Teacher to teach a class of Junior age.
Responsibility for ART and CRAFT throughout the school.
Scale 2 Allowance (£609).
Priority Allowance (£600).
Application form available from the headmaster to whom completed forms should be returned by 14 March 1980.
Director of Education, Education Office, Broadway, Stratford, London, E15 4BQ.

NEWHAM
London Borough of
GORDON JUNIOR SCHOOL
Tanner Road, Forest Gate, London, E.7
Deputy Head: D. G. Joice
Responsibility for ENVIRONMENTAL STUDIES
Scale 2
Required September, 1980.
London Allowance £609 plus Priority Allowance £600.
Application forms available from the headmaster to whom completed forms should be returned by 21st March, 1980.
Director of Education, Education Office, Broadway, Stratford, London, E15 4BQ.

REDBRIDGE
London Borough of
CLEVEDON JUNIOR SCHOOL
Clevedon Road, Ilford, Essex
Required for September, 1980, a Teacher to teach a class of Juniors.
Responsibility for MATHEMATICS throughout the school.
Scale 2 Allowance (£609).
Priority Allowance (£600).
Application form available from the headmaster to whom completed forms should be returned by 21st March, 1980.
Director of Education, Education Office, Broadway, Stratford, London, E15 4BQ.

REDBRIDGE
London Borough of
CLEVEDON JUNIOR SCHOOL
Clevedon Road, Ilford, Essex
Telephone 01-590 6810
Required for September, 1980, a Teacher for the Deaf to work in the Hearing Impaired Unit.
Responsibility for MATHEMATICS throughout the school.
Scale 2 Allowance (£609).
Priority Allowance (£600).
Further details and application form available from Mrs. B. Fordham, Deputy Director of Education Office, 255-259 High Road, Ilford, Essex IG1 1UE, to whom completed forms should be returned by March 7th.

RICHMOND UPON THAMES
(London Borough of)
HEATHFIELD INFANT SCHOOL
Dobbs Weir Road, Hounslow, TW3 3BN
Qualified and experienced teacher required to take a scale post responsibility for Art, commencing September 1980.
Scale 2 Allowance (£609).
Director of Education, Civic Offices, Twickenham, Middlesex, London, Road, Twickenham TW1 3BB.
Tel. 01-891 7411 ext. 2000.
Closing date 14th March, 1980.

SUNDERLAND
Metropolitan Borough of
EDUCATION DEPARTMENT
BARNWELL LANE
BRIANT SCHOOL
PRIMARY HEARING UNIT
TEACHER of the DEAF (Scale 3 plus Special Schools Allowance).
An experienced and qualified TEACHER is required for September, 1980, to be involved in the development and development of this new Nursery Infant Partially Hearing Unit.
Removal expenses and temporary lodging allowance may be claimed in appropriate circumstances.
Application forms obtainable from the Director of Education, at the address shown below on receipt of a stamped addressed foolscap envelope, to be returned to him by 14th March, 1980.
L. A. Brown, Chief Executive.
Town Hall & Civic Centre, Sunderland. SR2 7DN.

Remedial Posts

REDBRIDGE
London Borough of
ADDITIONAL TEACHERS SERVICE
A TEACHER with good primary experience is required as soon as possible to work with a group of remedial teachers working in primary and secondary schools. Suitable candidates for the Scale 2 post will have some experience of remedial work, although some in-service training will be given.
Successful candidates will be required to work in any school in the Borough, to join in-service courses, and to have a commitment to remedial work.
Application forms available from and returnable to the Teachers' Appointments Officer, Education Office, Broadway, Stratford, London, E15 4BQ, by March 14, 1980.

Scale 1 Posts

HERTFORDSHIRE
ST. CHRISTOPHER SCHOOL
(A boarding and day school situated in picturesque surroundings, 200 boys and girls aged three to 16) [illegible] required to assist the Junior School CLASS TEACHER for the R [illegible] year class. Accommodation for a man or woman with [illegible] resourcefulness and enthusiasm, enjoying teaching interesting children in a modern building with good facilities.
The Junior School is one department in a larger school community of children and adults, with a wide range of interests and companionship.
Resident or non-resident: Burnham Grade D.S.A. appointment.
Applications to the Headmaster.

IPSWICH IP4 2UH
PRIMARY SCHOOL
(G.P.S.E.)
Required for September 1980, for a year in the first instance because of maternity leave, but with the probability of permanency, an experienced TEACHER either for a Reception Class or for a class of statemented boys and girls.
Please send a brief letter giving your name, age, Ever Number, present employer, qualifications, experience and [illegible] to Mr. [illegible], Deputy Director of Education, Tower Hill, Ipswich, Suffolk.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ORPINGTON DIVISION
ORPINGTON JUNIOR INFANTS SCHOOL
Broomfield Road, Swanscombe, Kent.
[illegible] TEACHER (temporary) required for April, probably for whole term, to replace teacher on maternity leave.
Application forms (S.A.E.) from Divisional Education Officer, Orpington Divisional Office, Orpington, Kent, to whom they should be returned by 11th March, 1980.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy reach of Central London and bordered by Essex.
MAVILLE JUNIOR SCHOOL
Maville Road, London, E.11
Head Teacher: Mr. H. Hoplis
Required for April 1980: Temporary TEACHER (for one term only) for first-year Junior Class.
Burnham Scale 1 plus Special Priority allowance and Outer London allowance.
Application forms (please enclose s.a.e.) obtainable from (and, if possible by hand) the Administrative Officer, London Borough of Waltham Forest, Sycamore High House, Leyton, London, E11 3QJ.
Closing date: 14th March 1980.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy reach of Central London and is bordered by Essex.
ASSISTANT TEACHER to take a special class of children with behavioural and learning difficulties in the Primary age group.
This will be a Scale 1 temporary post, from April 1st, 1980, to December 31st, 1980, with the possibility of a permanent post commencing from September 1980 (subject to staffing and review).
Special Priority Allowance and Outer London Allowance payable in both cases.
Application forms (please enclose s.a.e.) available from Junior Schools Administrative Officer, Education Office, Grove Road, Walthamstow, London, E.17.
Completed forms should be returned to the Headmaster at the above address.
Please enclose a stamped addressed envelope.
Closing date: 11th March, 1980.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy reach of Central London and is bordered by Essex.
DOWNSHIRE JUNIOR SCHOOL
Downshire Road, Walthamstow, E.17
Head Teacher: Mr. J. Tranter and Mrs. E. H. Jones
ASSISTANT TEACHER to take a special class of children with behavioural and learning difficulties in the Primary age group.
This will be a Scale 1 temporary post, from April 1st, 1980, to December 31st, 1980, with the possibility of a permanent post commencing from September 1980 (subject to staffing and review).
Special Priority Allowance and Outer London Allowance payable.
Application forms (please enclose s.a.e.) available from Junior Schools Administrative Officer, Education Office, Grove Road, Walthamstow, London, E.17.
Completed forms should be returned to the Headmaster at the above address.
Please enclose a stamped addressed envelope.
Closing date: 11th March, 1980.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy reach of Central London and bordered by Essex.
WOODSIDE INFANTS SCHOOL
Forest Street, London, E.17
Head Teacher: Mrs. B. Rainey
Required for April 1980: Temporary TEACHER (one term only) for one class.
Burnham Scale 1 plus special Priority allowance and Outer London allowance.
Application forms obtainable from the Administrative Officer, London Borough of Waltham Forest, Sycamore High House, Leyton, London, E11 3QJ.
Closing date: 14th March 1980.

WILTSHIRE
IVY LANE J. & I. SCHOOL
Ivy Lane, Chippenham
Wilts. SN15 1HB
(Roll 410; Group 5)
Temporary TEACHER (from [illegible] required from 2nd June, 1980 for duration of the maternity leave of a permanent teacher who is taking maternity leave under the provisions of the Employment Protection Act, for the first-year Juniors or third-year Juniors.
Written letter of application to be sent to the Head Teacher as soon as possible, giving age, particulars of education, training and experience, and two testimonials.

Middle School Education

Headships

HAMPSHIRE
SOUTH EAST HANTS AREA
HAVANT, BOSHAMS MIDDLE SCHOOL
South Street, Havant.
Vacancy: Group 5
Applications are invited for the headship of this Group 5 Middle School.
Application form and further details from the Area Education Officer, 66a East Street, Havant, PO9 1JT (s.a.e.).
Closing date: 10th March, 1980.

HAMPSHIRE
ST. SWITHUN'S R.C. MIDDLE SCHOOL
Portsmouth
Voluntary Aided 8-13 years 3
1980 on roll
Required from September 1980
HEAD TEACHER—Group 5
(Re-advertisement)
Applications are invited from suitably qualified and experienced practising Catholics. Previous applicants need not re-apply.
Application forms and further details available from Miss Fisher, St. Swithun's Presbytery, 108 Waverley Road, Southsea, Portsmouth, Hants. Closing date: 21st March, 1980.

WARWICKSHIRE
KNIGHTON C.E. (AIDED) MIDDLE SCHOOL
Hill Crescent,
Stretton-on-Dunsmore,
Rugby, CV23 9HD
APPOINTMENT OF HEAD
Applications are invited from suitably qualified and experienced teachers for the headship of this Group 5 Middle School (204 on roll), with effect from September, 1980.
Application form and further details may be obtained from the Director of Education, The Council House, Coventry, Warwickshire, Rugby, CV21 2RR, to whom completed forms should be returned by 10th March, 1980.

County of Cleveland

PRIMARY SCHOOL

HEAD TEACHER
(GROUP 4)

ST. PAUL'S R.C. PRIMARY SCHOOL
Wolviston Mill Lane, Billingham, Cleveland TS22 5LU
Applications are invited from suitably qualified and experienced teachers for the headship of the above school. The school serves a recently developed residential area on the western outskirts of Billingham. In 1981 there could be 134, 4 plus to 11 year old children at the school. Applicants should be practising Roman Catholics. The post will be available from September, 1980, on the retirement of the present Head Teacher.
Financial assistance with household removal expenses is available in approved cases.
Forms of application and further details are obtainable from and returnable to Rev. Father M. Keoghan, Mast. Hdy. Rosary Presbytery, 2 Grosmont Drive, Billingham, Cleveland TS23 2EP, not later than 14th March, 1980.

London Borough of Sutton

Deputy Headteacher

Group 5

St Cecilia's RC Primary School
London Road, North Cheam

Applications are invited from practising Roman Catholics for the post of deputy headteacher of this aided status school to commence duties on 1 September, 1980. Approx. 280 children aged 5-10 on roll.
Further particulars and application form from Director of Education, The Grove, Carshalton, Surrey SM5 3AL (SAE please).
Closing date 13 March 1980.

Advisory Teacher

Scale 4

An Advisory Teacher is required for September, 1980, to work in the Authority's small rural area in the Guisborough/Moulton area of [illegible].

Candidate will be selected from teachers in the whole primary range 5-11 years and holding senior posts in primary schools or Heads of small rural schools.

Further details and application forms available from the County Education Officer (Ref. DL), Northampton House, [illegible] Northampton NN1 2HX. Closing date will be three weeks after the appearance of this advertisement.

Northamptonshire
Education

MIDDLE continued

By Subject Classification

Art and Design

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
UNIVERSITY OF LONDON, BIRKBECK COLLEGE
Required for September, 1980, a teacher for the purpose-built Adult Institute Hall. An ARTIST-DESIGNER with an interest in developing creative activities would be preferred. Applicants should be sympathetic to the needs of children with social and educational problems and be able to give remedial help in basic subjects. An interest in and ability in teach Music would be an added advantage. Scale 2(B) post is available for a suitably qualified and experienced candidate. Application form and further details obtainable from the Headmaster of the school.

Music

Other Posts on Scale 2 and above

HEREFORD AND WORCESTER
LOCAL EDUCATION AUTHORITY
EVESHAM, BLACKMINSTER MIDDLE SCHOOL
Bloton Avenue, Bloton Allington, Evesham, Worcs. WR11 5JG
(10 to 13, Green 7)
Required for the beginning of the Summer Term, 1980, a Teacher to take charge of Music. The school has a well established spacious Music Centre adjoining the main block.
Applications invited from well-qualified music teachers. A Scale 2 post is available for a person of proven ability.
Application forms and further details can be obtained from the Headmaster.

Physical Education

DORSET
ST. LEONARD'S MIDDLE SCHOOL
Stanford Road, Wimborne
(Age range nine to 13)
ADVISER for PHYSICAL EDUCATION throughout school, with some general teaching. September, 1980.
Details and application form (S.A.E.) from Headmaster, St. Leonard's Middle School, Old Infants' Centre, Stanford Road, Wimborne, Dorset.

Gwynedd County Council
DYFED EDUCATION COMMITTEE
PWYLLGOR ADDYSG DYFED
1. YSGOL GYNRADD BWLCHYGROES
Yn sicrau erbyn 14 Ebrill, 1980 neu cyn gynted sg sydd bosib, Altro/Athrawes brofiadol i ddysgu Sebaoad, Graddfa 1, sy'n medru canu'r piano ac helyd ei gynnig Drama neu Celf a Chrefft. Mae Cymraeg yn hanfodol. Gellir cael ffurflen gais, ar. dderbyn amlen yn dwyn cyfeiriad a stamp, oddi wrth y Swyddog Addysg Rhan-barthol, G.P.O. Box 18, St. Thomas' Green, Hwlffordd, SA61 1RB a dylid ei ddychwelyd iddo erbyn 14eg Mawrth 1980.
2. ALBION SQUARE C.P. INFANTS SCHOOL
Required from 1st May, 1980 or as soon as possible thereafter:
Applications are invited from experienced Qualified Teachers for the post of Deputy Head Teacher, Group 3 at the above school.
Application forms are available on receipt of a s.a.e. from the Area Education Officer, G.P.O. Box 16, St. Thomas' Green, Haverfordwest to whom they should be returned not later than 14th March, 1980.
NI CHANIATEIR CANFASIO.
CANVASSING DIRECTLY OR INDIRECTLY WILL DISQUALIFY
W. J. PHILLIPS, Education Department, Pibwrlwyd, Carmarthen, Dyfed.

SQUIRRELS HEATH JUNIOR SCHOOL (Roll 436)
Selinbury Road, Romford RM2 5TP
Required September 1980
HEADTEACHER
For this Group 6—3 form entry Junior School. Vacancy is due to the retirement of the present Headteacher. There is a scheme for removal expenses; details on request.
Application forms and further details available (s.a.e. please) from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex.
Havering
Closing date Monday 17th March 1980.

Science

Scale 1 Posts

BEDFORDSHIRE
EDUCATION AUTHORITY
BIDDENHAM MIDDLE SCHOOL
Bedford Road, Biddenham, Bedford, MK40 2AP
Required for September, 1980, a SCIENCE SPECIALIST (Scale 1) to teach other subjects of this Grade to successful candidate should have the qualifications of the National Science Course.
Further details available from the Headmistress at the school.

BERKSHIRE
COUNTY COUNCIL
CHAVEY DOWN SCHOOL
Kent Road, Ascot, Berkshire
Tel. Crowthorne 760191
(Boys 11-16 from 1st September 1980)
Required September, 1980:
DEPUTY HEAD TEACHER, Group IV
Well qualified and experienced TEACHER to join the existing team from the beginning of the school. Experience in curriculum development and a willingness to make a positive contribution to the development of the school are essential, and an administrative duties and careful personal relationships with parents. Ability to play the piano an advantage. Scale 3 post for suitably qualified applicant, and £472 London allowance and Social Priority payment.
Application forms (S.A.E.) from Noel to be returned as soon as possible.

Secondary Education

Headships

ST. HELENS
EDUCATION COMMITTEE
HEAD TEACHER
MOUNT CARMEL R.C. HIGH SCHOOL
Group 3
Applications are invited for the HEADSHIP of this 11-18 Girls' Comprehensive School from September, 1980.
The Governors are looking for a teacher with substantial managerial experience at Senior level in Roman Catholic Secondary Education.
Further details and application form may be obtained from the Director of Education, Education Department, Century House, Hardman Street, St. Helens, WA10 1AQ (Quarry Bank) Closing date for receipt of forms is 7 days after the appearance of this advertisement.

CROYDON
(London Borough of)
NORBURY MANOR BOYS' SCHOOL
Blanford Road,
London, SW14
Telephone: 01-764 7471/2
Tranche III (Boys 11-16) Phase Ib(iii)
SEXY TEACHER
Required for the Norbury Manor High School as a 2 F.E. comprehensive school for the Borough of Croydon, to be the head of a new department of secondary science. Applicants should be experienced teachers of science, preferably with a specialist qualification in one of the sciences, and should be returned by Friday, 14th March.
Salary: Burgham Scale grade 3, with London area allowance. Reasonable removal expenses will be reimbursed (details on request).

DERBYSHIRE
EDUCATION AUTHORITY
LONG EATON SCHOOL
Tamworth Road, Long Eaton, Near Nottingham
Required for September, 1980 (Boys 11-18 Comprehensive)
HEAD OF SCIENCE
Closing date 14th March, 1980.
Further details and application form available from the Headmaster at the school.

DURHAM
COUNTY COUNCIL
BARNARDS COMPREHENSIVE SCHOOL
Darlington
(11 to 18 years: Group 11
Educational Priority)
SECOND MASTER/MISTRESS
(Group 7), with duties as a relatively experienced TEACHER required for September, 1980.
Applicants should be in the 11 to 18 Mixed 11 to 18 Comprehensive School.
Previous applicants should inform us of their applications to be required.
Applications addressed envelopes for application form and further details to the Area Education Officer, Darlington.
Closing date for receipt of applications 17th March, 1980.

HAMPSHIRE
CITY OF PORTSMOUTH BOYS' SCHOOL
London Road, Hilsea, Portsmouth
Co. Sec.
Comprehensive 11-18, 1,560 on roll
Required from September 1980 (Group 12 with main responsibility of upper school aged 14-18)
Vacancy due to promotion to Headship.
Application form and further details available from the Headmaster.

HERTFORDSHIRE
COUNTY COUNCIL
HITCHIN DIVISION
HITCHIN GIRLS' SCHOOL
Grammar School Walk, Hitchin
(Group 12)
(11-18 Boys, 11-18 Girls)
Required for September, 1980, a suitably qualified TEACHER for the post of HEAD OF MATHEMATICS which will become vacant on the retirement of the present holder.
Application by letter to the Headmaster with name and addresses of two referees. Further information may be obtained from the school, telephone Hitchin 3701.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
ST. JOHN FISHER HIGH
JUNIOR HIGH SCHOOL
Cortland Road, Bransholme, Hull
Group 6 Number on Roll 307
Age Range 11-3
Required for September, 1980:
DEPUTY HEAD
Application forms and further details may be obtained from the Headmaster, Mr. J. Schofield, Cortland Road, Bransholme, Hull, Humberside.
To be considered these should be returned to the school by Friday, 14th March, 1980.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
HARTSHOLME COMPREHENSIVE SCHOOL
Cleethorpes
Group 8 : Number on Roll 581 (Age Range 11-16)
and
HEAD OF MATHEMATICS DEPARTMENT
Nuthillow Road, Hessle
Group 8 Number on Roll 417 (Age Range 11-16)
Required for September, 1980:
HEAD OF
Application forms and further details may be obtained from the Director of Education, care of HEAD, Schools, County Hall, Beverley, North Humberside. (Tel. 104821 ext. 270). Completed application forms should be returned not later than Friday, 14th March, 1980.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
SIMON LANGTON GIRLS' SCHOOL
Burton Lane, Canterbury, Kent
(Group 11)
A DEPUTY HEAD (Senior Master/Mistress) is required for September, 1980.
This post is to lead the team of six Year Heads and assume overall responsibility of the discipline, welfare and pastoral care of the pupils. Applicants should have good academic qualifications and successful teaching and pastoral experience.
The school has a sixth form entry, covering the whole ability range, with a sixth form of 130. Facilities are good and the buildings modern.
Further details and application forms are available on receipt of a stamped addressed envelope from the Headmaster's Secretary (S.A.E. please).

LINCOLNSHIRE
HORNCASTLE SANGVILLIAN SECONDARY SCHOOL
Boston Road, Horncastle
Lincolnshire LN9 5DA
(Group 9, Roll 640)
SECOND MASTER/MISTRESS
Tenure: Vacancy occurs (subject to ratification) September, 1980.
Vacancy occurs because of promotion to Headship.
Applications are invited from experienced and suitably qualified teachers for the post of Second Master/Mistress of a flexible 11-18 Comprehensive School which provides courses for school pupils of all abilities between the ages of 11 and 18 years.
Further details and application form may be obtained from the School Bursar.
Closing date for receipt of applications is 14th March, 1980.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
CENTURIA HIGH SCHOOL
Norwich
(Group 10 school roll 925)
SECOND DEPUTY HEAD
Required for September, 1980:
A vacancy is now invited from experienced and suitably qualified teachers for the post of Second Deputy Head of this eight-form entry, 11-18 Comprehensive School, which provides courses for pupils of all abilities between the ages of 11 and 18 years.
Further details and application form may be obtained from the Headmaster at the school.
Closing date 14th March, 1980.

NORTH YORKSHIRE
COUNTY COUNCIL
SKIPTON GIRLS' HIGH SCHOOL
(Voluntary Controlled Grammar School)
Requires for September, 1980, a suitably qualified TEACHER for the post of HEAD OF MATHEMATICS which will become vacant on the retirement of the present holder.
Application by letter to the Headmaster with name and addresses of two referees. Further information may be obtained from the school, telephone Skipton 3701.

SOLIHULL
EDUCATION COMMITTEE
SOLIHULL SCHOOL
Warwick Road, Solihull
COMPREHENSIVE SCHOOL
Windmill Hill, Chelmsley Wood, West Midlands B36 0UE
DEPUTY HEAD required for September, 1980.
Applications are invited from suitably qualified and experienced TEACHERS for the post of DEPUTY HEAD for this purpose-built, 11-18 Comprehensive School, by any appropriate standards, is lavishly furnished and equipped. Staffing is well and generously classified as a Group VI school and serves a catchment area of some 1,400 pupils on roll.
The successful candidate will join the Head and other Senior Members of staff in the overall management of the school.
The post is for a teacher who will lead with be determined in the light of the school's development plan.
Responsibilities will include responsibilities for the timetable and the day to day running of the school.
Letters of application, together with full curriculum vitae and the names and addresses of two referees should be sent to the Headmaster.
Further details will be sent upon receipt of a SAE.

STAFFORDSHIRE
EDUCATION COMMITTEE
GLASCOTE COMPREHENSIVE SCHOOL
Tamworth
DEPUTY HEADTEACHER (Group 11) required for September, 1980 to play a key role in all aspects of the life of this 11-18 comprehensive school, which is to move in 1980 to a new site.
This post is to lead the team of six Year Heads and assume responsibility of the discipline, welfare and pastoral care of the pupils. Applicants should have good academic qualifications and successful teaching and pastoral experience.
The school has a sixth form entry, covering the whole ability range, with a sixth form of 130. Facilities are good and the buildings modern.
Further details and application forms are available on receipt of a stamped addressed envelope from the Headmaster's Secretary (S.A.E. please).

SURREY
EDUCATION COMMITTEE
ST. JOHN THE BAPTIST R.C. COMPREHENSIVE SCHOOL
Woking
SECOND MASTER/MISTRESS required September for this Group 10 11-18 Mixed Comprehensive School.
Applicants should have a good record of successful teaching and be able to take responsibility for the pastoral care of a large group of pupils. Preference will be given to a Religious Studies specialist.
Application forms from and further details obtainable from the Headmaster at the school.

SURREY
EDUCATION COMMITTEE
ST. JOHN'S, ALEXANDRA AND ASHFORD SCHOOL
Ashford, Middlesex, TW15 1DY
SECOND MISTRESS (Group 7) required for September, 1980, to take charge of pastoral responsibilities on the Girls' Wing.
This post provides teaching assignments for about 300 boys and 300 girls aged eight to fourteen. Extra emoluments are in the Burnham Scale are provided.
Applications are invited from suitably qualified and experienced teachers.
Application forms and further details available from the Headmaster at the school.
Closing date 14th March, 1980.

ST. HELENS
EDUCATION COMMITTEE
SELWYN JONES HIGH SCHOOL
Newton-le-Willows, Lancs.
Comprehensive 11-18 on roll
Required for September, 1980:
Newton-le-Willows WA12 9AG
Senior MASTER/MISTRESS
(Group 7 Mixed Group IV)
Vacancy is due to promotion of the previous holder, applications are invited for the post of Senior Master/Mistress of this well-established Comprehensive School.
The successful candidate will be a member of the Senior Management and Policy-making Team. The specific areas of responsibility will be related as far as possible to the particular experience and qualifications of the person appointed.
Further details and application forms are available from the Headmaster at the school.

CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
DITWOOD ORMONDE SCHOOL
(11 to 18 Comprehensive Mixed: 1,833 on roll)
Required for September, 1980:
HEAD OF MATHEMATICS
A well-qualified TEACHER with well-established record is required for the post of HEAD OF MATHEMATICS DEPARTMENT.
Second HEAD OF SENIOR SCHOOL (Sixth Form): Earlier teacher seeks with responsibility for the pastoral care of the lower and seventh year students in this large and comprehensive school.
This is a very important position in the school where the sixth form is developing and is expected to total in this region of 150 in September, 1980.
Application forms and further details available on receipt of a stamped addressed envelope from the Chief Education Officer, Education Office, Bond Street, Wakefield, to be returned within 14 days of the date of this advertisement.

Remedial Posts

Heads of Department

DORSET
SLADE HOUSE SECONDARY SCHOOL
Ashley Road, Bournemouth
(750 Mixed, 11-16 years)
Group 6 : Number on Roll 307
Age Range 11-13
Required for September, 1980:
HEAD OF
Application forms and further details may be obtained from the Headmaster, Mr. J. Schofield, Cortland Road, Bransholme, Hull, Humberside.
To be considered these should be returned to the school by Friday, 14th March, 1980.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
CHATHAM GIRLS' GRAMMAR SCHOOL
Group 6 : Number on Roll 581 (Age Range 11-16)
Required for September, 1980:
HEAD OF REMEDIAL STUDIES
Applications are invited from suitably qualified teachers for the post of Head of Remedial Studies in this Grammar School. New for September, 1980, or earlier.
The successful candidate will be responsible for the organization of remedial work throughout the Commprehensive School. New for September, 1980, or earlier. Due to the retirement of the present holder.
Application by letter giving two personal referees, to the Headmaster.

NEWHAM
(London Borough of)
BRAMPTON MANOR SCHOOL
Romford Road, London E6 3BD
Mixed 11-18 Comprehensive
(Number on roll, 1,500)
HEAD OF REMEDIAL EDUCATION
Scale 3
Required April, 1980, or as soon as possible.
London allowance, £506.
Application forms and further details available from the Headmaster. Completed forms should be returned by Friday, 14th March, 1980.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BG.

PDWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
Hamilton High School
Hamilton Drive, Hull
Required for September, 1980:
HEAD OF MATHEMATICS DEPARTMENT
Applications are invited from suitably qualified and experienced teachers for the post of Head of Mathematics Department.
Application forms from and further details obtainable from the Headmaster, Mr. J. Schofield, Cortland Road, Bransholme, Hull, Humberside.
To be considered these should be returned by Friday, 14th March, 1980.

PDWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
WILBERFOSS HIGH SCHOOL
Wilberfoss, York
Required for September, 1980:
HEAD OF MATHEMATICS DEPARTMENT, Scale 3, (Ref: 20/79)
Applications are invited from suitably qualified teachers for the post of Head of Mathematics Department.
Application forms and further details obtainable from the Headmaster, Mr. J. Schofield, Cortland Road, Bransholme, Hull, to be returned within 14 days of the date of this advertisement.

CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
WAKEFIELD GIRLS' HIGH SCHOOL
(11 to 18 Mixed: 1,170 on roll: becoming 1,170 on roll: becoming 1,170 on roll)
Required from September, 1980:
HEAD OF SENIOR EDUCATION (Scale 3 with responsibility for the education of girls with learning difficulties)
Applicants should be experienced teachers in the secondary school and be able to set up a well-qualified team to take responsibility for the education of pupils with learning difficulties in the secondary school.
Application forms from the Headmaster, Mr. J. Schofield, Cortland Road, Bransholme, Hull, to be returned within 14 days of the date of this advertisement.

Other Posts on Scale 2 and above

DORSET
SLADE HOUSE SECONDARY SCHOOL
Ashley Road, Bournemouth
(750 Mixed, 11-16 years)
Group 6 : Number on Roll 307
Age Range 11-13
Required for September, 1980:
DEPUTY HEAD
Applications are invited from suitably qualified and experienced TEACHERS for the post of DEPUTY HEAD for this purpose-built, 11-16 Comprehensive School, by any appropriate standards, is lavishly furnished and equipped. Staffing is well and generously classified as a Group VI school and serves a catchment area of some 1,400 pupils on roll.
The successful candidate will join the Head and other Senior Members of staff in the overall management of the school.
The post is for a teacher who will lead with be determined in the light of the school's development plan.
Responsibilities will include responsibilities for the timetable and the day to day running of the school.
Letters of application, together with full curriculum vitae and the names and addresses of two referees should be sent to the Headmaster.
Further details will be sent upon receipt of a SAE.

STAFFORDSHIRE
EDUCATION COMMITTEE
GLASCOTE COMPREHENSIVE SCHOOL
Tamworth
DEPUTY HEADTEACHER (Group 11) required for September, 1980 to play a key role in all aspects of the life of this 11-18 comprehensive school, which is to move in 1980 to a new site.
This post is to lead the team of six Year Heads and assume responsibility of the discipline, welfare and pastoral care of the pupils. Applicants should have good academic qualifications and successful teaching and pastoral experience.
The school has a sixth form entry, covering the whole ability range, with a sixth form of 130. Facilities are good and the buildings modern.
Further details and application forms are available on receipt of a stamped addressed envelope from the Headmaster's Secretary (S.A.E. please).

NORTH YORKSHIRE
COUNTY COUNCIL
SCARBOROUGH HIGH SCHOOL
Scarborough
Required for September, 1980:
DEPUTY HEAD
Applications are invited from suitably qualified teachers for the post of Deputy Head of this 11-18 Mixed Comprehensive School.
Further details and application forms may be obtained from the Headmaster's Secretary (S.A.E. please).

CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
DITWOOD ORMONDE SCHOOL
(11 to 18 Comprehensive Mixed: 1,833 on roll)
Required for September, 1980:
SECOND HEAD OF SENIOR SCHOOL (Sixth Form): Earlier teacher seeks with responsibility for the pastoral care of the lower and seventh year students in this large and comprehensive school.
This is a very important position in the school where the sixth form is developing and is expected to total in this region of 150 in September, 1980.
Application forms and further details available on receipt of a stamped addressed envelope from the Chief Education Officer, Education Office, Bond Street, Wakefield, to be returned within 14 days of the date of this advertisement.

Other Posts on Scale 2 and above

DORSET
SLADE HOUSE SECONDARY SCHOOL
Ashley Road, Bournemouth
(750 Mixed, 11-16 years)
Group 6 : Number on Roll 307
Age Range 11-13
Required for September, 1980:
DEPUTY HEAD
Applications are invited from suitably qualified and experienced TEACHERS for the post of DEPUTY HEAD for this purpose-built, 11-16 Comprehensive School, by any appropriate standards, is lavishly furnished and equipped. Staffing is well and generously classified as a Group VI school and serves a catchment area of some 1,400 pupils on roll.
The successful candidate will join the Head and other Senior Members of staff in the overall management of the school.
The post is for a teacher who will lead with be determined in the light of the school's development plan.
Responsibilities will include responsibilities for the timetable and the day to day running of the school.
Letters of application, together with full curriculum vitae and the names and addresses of two referees should be sent to the Headmaster.
Further details will be sent upon receipt of a SAE.

EDUCATION COMMITTEE
Medway Division
SECOND MISTRESS (or MASTER)
St. John Fisher School
Ordnance Street, Chatham
Group 10 11-18 Comprehensive
Required for September, 1980 (Deputy Head Scale). This is a key management post in an expanding co-educational Catholic School. The successful applicant will have academic and administrative responsibility for the welfare of girls.
Further details and application forms are available on receipt of s.a.e., from the Headmaster at the school to whom completed forms should be returned.
There is a scheme for assistance with removal expenses and accommodation.
KENT COUNTY COUNCIL

SECONDARY Scale 2 Posts continued

ESSEX
DUNMOW SECONDARY SCHOOL
Bad Thurrock Road, Grays
(Boys 11-16 Thurrock 70011)
Group 3(b)
ASSISTANT TEACHER, Scale 2
For a small team working flexible for a suitably qualified to children requiring special tuition. Hard but rewarding work.
Curriculum vitae and names of referees to Head Teacher (Science) S.A.E. please.

SUFFOLK
COUNTY COUNCIL
SUDBURY HIGH SCHOOL
Sudbury Lane, Sudbury
Director, D. W. Ocallion, N.A.-(Boys 11-16)
Number on roll, 1,060
Required for September, 1980:
TEACHER
Scale 2(B) to commence and run 2 years and for the next designated school year for the post designated, and eventually after that, such time as the Headmaster may year suitable. Ideal personal qualities are more important than previous subject training.
Applicants by letter to the Headmaster giving name and addresses of two referees, to the Headmaster, from March 1st, 1980, enclosing details and curriculum vitae within 14 days.

Scale 1 Posts

BARNET
(London Borough)
HENDON MANDEVILLE SCHOOL
Aldwych Lane, Finchley, N12
(Mixed 11-16 Comprehensive
Group 3 Roll 1,200)
Required for September, 1980:
TEACHER
Required for REMEDIAL MATHS and a specialist teacher of English with learning, not linguistic difficulties. Experience in Remedial and specialised teaching an advantage. Scale 1. Ability to run seven week Summer Term Course is essential. Salary may be eligible for payment under Priority Area Scheme.
Applications by letter giving two referees to the Headmaster.

BEXLEY
(London Borough)
HILLSIDE COMPREHENSIVE SCHOOL
Hillside, Bexley, Kent
Required for September, 1980:
TEACHER
Scale 1
Required for 5th March, 1980, a temporary TEACHER of Art for approximately two terms, preferably within a Flourishing Art Department.
A good knowledge of Machine Embroidery and Textile Fabric work would be an advantage. The post is liable to C.R.E. standard and some help with General Form Subjects might be necessary.
Please apply by letter, including curriculum vitae, names of referees and telephone numbers of two referees, to the Headmaster.
Closing date: As soon as possible.

EAST SUSSEX
COUNTY COUNCIL
CLAVERHAM COMMUNITY COLLEGE
Bexhill
North Trade Road, Bexhill, TN39 4HP
Principal: Mr. P. Court
Required Easter or September, 1980:
ASSISTANT TEACHER for ART, Scale 1
Application forms obtainable from the Principal at the College.

HAVERING
(London Borough of)
HAVERING SCHOOL
High Street, Hornchurch, Havering, Head North, Romford, Essex
TEACHER of POTTERY Scale 1. For immediate delivery two one display re-vertisement under secondary vacancies.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
ST. DUNSTAN'S C.E. SCHOOL
Lewisham Road, Lenham
(Boys 11-16)
Roll 250 (Mixed)
A temporary half-time TEACHER of Art is required for the Summer Term from 31st April, 1980, to teach two days per week, Monday and Thursday.
Applications should be made to the Headmaster, from whom further details may be obtained.

WEST SUSSEX
NORTH-EASTERN AREA
TEASELBRIDGE SCHOOL
Second Bridge Crawley, Sussex
Required for September, 1980:
A Scale 1 Post. This will be establishing 13-18 comprehensive school with a sixth form in 1980 and eventually comprehensive 11-18.
Applicants should be a Head of Year and specialist teacher in Physical Education.
Apply to Head Teacher.
Accommodation housing in approved areas plus London Fringe Area Allowance.

Careers

Heads of Department

HAMPSHIRE
SPRINGFIELD SCHOOL
Central Road, Hiller Drive, Portsmouth, PO9 1DY
Comprehensive Mixed 11-18 (1,100 on roll)
Required from September, 1980:
Scale 3: HEAD of CAREERS.
Special responsibility for pastoral care of REMEDIAL STUDENTS.
Apply for letter to the Headmaster (enclosing S.A.E. for acknowledgement and further details.

Scale 1 Posts

HIGH
MOORCLOSE HIGH (14-18)
Hyde Lane, Middleton, Manchester M24 2DG
Tel: 061-643 5169
Revised for September
Scale 1 Commercial Subjects
A big mixed school with approximately 600 pupils on roll. The school has a long established and very successful Business Studies Department offering a wide range of courses in, and to, all ages. A highly successful Sixth Form Course was established in September, 1979.
Application forms and further particulars are available, on receipt of a stamped addressed envelope from the Headteacher, to whom completed forms should be returned by closing date: 14th March, 1980.

QUEEN ELIZABETH'S HIGH (14-18)
Manchester Fold Road, Alkrington, Middleton M24 1PR
Tel: 061-643 9643
Second in Chemistry Department
Teacher in Charge of Technology, Scale 2
Application forms are available, on receipt of a stamped addressed envelope from the Head Teacher at the school, to whom completed forms should be returned by closing date: 14th March, 1980.

SPECIAL
(WEST SCHOOL (All ages)
Lane, Rochdale OL12 7DW
Tel. Rochdale 46866
Scale 1
Required: School Allowance required for this Day E.B.N.(S) Special Educational School experience and/or a specialist qualification essential.
Forms are available, on receipt of a stamped addressed envelope from the Chief Education Officer, Education Office, Smith Street, Rochdale OL16 1YD, to be returned to the Head Teacher at the school within 14 days of the date of this advertisement.

SUFFOLK
COUNTY COUNCIL
HARTISMERE HIGH SCHOOL
Eye
(362 pupils : 11-16 years
Head : Mrs. S. H. Sullivant
Scale 1
Required for September, 1980:
HEAD OF ART and DESIGN Scale 3. The successful candidate will be required to teach Art to C.S.E. and O level and to lead the team of staff involved in producing the Art and Design Studies. An enthusiastic interest in line and and three dimensional work would be welcomed.
A new craft block and two refurbished art rooms have been installed in an extensive building programme due for completion in September.
Application forms and further particulars (stamped addressed envelope) available from the Headmaster, Hartismere High School, Eye, to whom completed forms should be returned by three weeks from the date of this advertisement.

SUFFOLK
COUNTY COUNCIL
HARTISMERE HIGH SCHOOL
Eye
(362 pupils : 11-16 years
Head : Mrs. S. H. Sullivant
Scale 1
Required for September, 1980:
HEAD OF ART and DESIGN Scale 3. The successful candidate will be required to teach Art to C.S.E. and O level and to lead the team of staff involved in producing the Art and Design Studies. An enthusiastic interest in line and and three dimensional work would be welcomed.
A new craft block and two refurbished art rooms have been installed in an extensive building programme due for completion in September.
Application forms and further particulars (stamped addressed envelope) available from the Headmaster, Hartismere High School, Eye, to whom completed forms should be returned by three weeks from the date of this advertisement.

HILLINGDON
(London Borough of)
HAREWOOD SCHOOL
Harefield Road, Uxbridge
Tel. Harefield 2311
(Mixed 11-16 Comprehensive
Group 3, Roll 1,000)
Required for September, 1980:
TEACHER
Required for the Summer Term for REMEDIAL WORK by an amnesia on Numbers. Apply by letter to the Headmaster.
Scale 1
Allowance payable.

HILLINGDON
(London Borough of)
HAREWOOD SCHOOL
Harefield Lane, Hayes, Middlesex
(Mixed 11-16 Comprehensive Group 3)
Required for September, 1980:
TEACHER
Required for the first term for REMEDIAL WORK by an amnesia on Numbers.
Apply by letter to the Headmaster.
Scale 1
Allowance payable.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
ST. DUNSTAN'S C.E. SCHOOL
Lewisham Road, Lenham
(Boys 11-16)
Roll 250 (Mixed)
A temporary half-time TEACHER of Art is required for the Summer Term from 31st April, 1980, to teach two days per week, Monday and Thursday.
Applications should be made to the Headmaster, from whom further details may be obtained.

WEST SUSSEX
NORTH-EASTERN AREA
TEASELBRIDGE SCHOOL
Second Bridge Crawley, Sussex
Required for September, 1980:
A Scale 1 Post. This will be establishing 13-18 comprehensive school with a sixth form in 1980 and eventually comprehensive 11-18.
Applicants should be a Head of Year and specialist teacher in Physical Education.
Apply to Head Teacher.
Accommodation housing in approved areas plus London Fringe Area Allowance.

Classics

Scale 1 Posts

DERBYSHIRE
EDUCATION COMMITTEE
CHELLASTON SCHOOL
Chellaston, Derby DE7 1UA
Required for September, 1980:
A GENERALIST Scale 1, for CLASSICAL STUDIES with some Religious Education, Classical Studies and Latin are well established in this developing comprehensive school and the post demands energy and enthusiasm.
Applications by letter please to the Headmaster, giving curriculum vitae and the name and addresses of two referees, from whom further details can be obtained upon receipt of a stamped addressed envelope.

EALING
(London Borough)
EDUCATION SERVICE
CARDINAL WISEMAN R.C. HIGH SCHOOL
Greenford Road, Greenford, Middlesex, UB6 9AW
Required for September, 1980 or later:
TEACHER of CLASSICS (Ref. 1/80) up to A level who is prepared to teach FRENCH to O level C.S.E. The successful applicant would spend approximately half his/her time teaching Latin but experience in classes and the ability to teach French to O level appropriate to his/her qualifications.
Applications from first appointments welcomed.
Salary according TEACHER of SCHOOL Weighting (£609).
Application forms are obtainable from the Headmaster at the school (s.a.e.) to whom they should be returned as soon as possible.

Other Posts on Scale 2 and above

FOWYS
COUNTY COUNCIL
CHIEFTAIN'S DEPARTMENT
LLANFYLLIN HIGH SCHOOL
Llanfyllin
Required for September, 1980:
An ASSISTANT TEACHER to teach All across the whole age and ability range to 16 and including GCE courses to level. Scale 2 (reference 222-2).
Application forms and further particulars from Head Teacher (S.C.E. please) to whom completed forms should be returned by March 21, 1980.

Scale 1 Posts

ARTS AND CRAFTS IN AMERICA
Numerous vacancies in American summer camps for people with skills in Arts and Crafts, available to late August, 1980. Round-trip flight, board and lodging and salary (£70) salary. For numerous advertisement in Holiday section.

CORNWALL
EDUCATION COMMITTEE
There is a vacancy for Remedial Teacher
PENWITH SCHOOL
Pollack Road, Penzance TR18 5PZ
Group No. 10
Number on Roll: 740
Headmaster: Mr. R. Flower, O.Ex.
ART, Scale 1.
Required for 5th March, 1980, a temporary TEACHER of Art for approximately two terms, preferably within a Flourishing Art Department.
A good knowledge of Machine Embroidery and Textile Fabric work would be an advantage. The post is liable to C.R.E. standard and some help with General Form Subjects might be necessary.
Please apply by letter, including curriculum vitae, names of referees and telephone numbers of two referees, to the Headmaster.
Closing date: As soon as possible.

OXFORDSHIRE
COUNTY COUNCIL
CHILDREN HOME SCHOOL
Broad Lane, Sonning Common, Reading, RG4 0LN
11-16 Comprehensive
(12-20 on roll)
Required for September, 1980:
HEAD of DESIGN—Scale 4.
An experienced and well qualified Teacher of Design to develop the work of a successful team of 11 staff, who provide a wide range of design activities for all pupils up to year 3 who are exploratory out of option choices in Years 4 and 5. Experience includes all arts, crafts, photography, home economics, woodwork and metalwork, and candidates should have an interest in how these can be adapted and used to provide a balanced design education as well as a rigorous A level course.
Application forms from and further particulars (stamped addressed envelope) from the Headmaster, Children Home School, Broad Lane, Sonning Common, Reading, to whom completed forms should be returned within 14 days.

SUFFOLK
COUNTY COUNCIL
HARTISMERE HIGH SCHOOL
Eye
(362 pupils : 11-16 years
Head : Mrs. S. H. Sullivant
Scale 1
Required for September, 1980:
HEAD of ART and DESIGN Scale 3. The successful candidate will be required to teach Art to C.S.E. and O level and to lead the team of staff involved in producing the Art and Design Studies. An enthusiastic interest in line and and three dimensional work would be welcomed.
A new craft block and two refurbished art rooms have been installed in an extensive building programme due for completion in September.
Application forms and further particulars (stamped addressed envelope) available from the Headmaster, Hartismere High School, Eye, to whom completed forms should be returned by three weeks from the date of this advertisement.

Commercial Subjects

Heads of Department

BEXLEY
(London Borough)
BEXLEY TECHNICAL HIGH SCHOOL FOR GIRLS
Hurstmere Road, Bralsfordsh, Kent BR2 7AP
Tel: 01-303 8311
(Group 10, roll 707)
Required for September, due to retirement of present holder, HEAD of COMMERCIAL SUBJECTS. Also by other Composite to advanced level on advantage. Scale 1 post available for applicant with suitable experience and qualifications.
L.A.A. £408. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Requests for application forms (including S.A.E.) should be sent to the Headmistress.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
CLAYTON HIGH SCHOOL
Clayton Road, Clayton, Newcastle, Staffs. ST5 3QN
(Boys 11-16 Girls 11-18
Mixed 11-16 Roll 1,347)
HEAD of COMMERCIAL STUDIES
required for September, 1980 (Scale 3). Candidates should have experience and ability to teach to H.S.A. level.
Forms of application and further details are obtainable on receipt of a foolscap stamped addressed envelope from the Head Teacher of the school to whom completed forms should be returned not later than 14th March, 1980.

WALTHAM FOREST
(London Borough of)
The Borough is within easy access of central London and required for Evening Forms: London addition to salary payable.
Vacancy for September, 1980:
COMMERCIAL SUBJECTS HIGH SCHOOL
Brady Drive, London E4 7JT
Head Teacher: Mr. F. B. Taylor, M.A.
HEAD of BUSINESS STUDIES
Scale 3. is required to co-ordinate the expanding work of the Business Studies and Commercial Subjects Department in Stage 3 (H.S.A. in this mixed Comprehensive Upper High School (950 on roll, age 14 to 19 years).
Further details and application form available from the Head Teacher on receipt of a S.A.E.
Closing date March 14, 1980.

Other Posts on Scale 2 and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
THE HUNDRED OF HOO SCHOOL
Hoo, Rochester
(Co-educational: 1,100 pupils)
Required for September, 1980:
TEACHER to teach SHORTHAND and TYPING and some COMMERCE at this Upper Comprehensive School using a practical method and where high standards of work and behaviour are expected. Solid if excellent ability in a successful department providing courses for pupils of the fourth, fifth and sixth years.
This is an ideal post for a young teacher to be promoted to Head of Department and offering opportunities for promotion.
Assistance given in finding accommodation.
Forms of application, with the names of two referees, to be forwarded to the Headmaster.

HAVERING
(London Borough of)
HAVERING SCHOOL
High and Broad
Brentwood Road, off Albany Road, Hornchurch
TEACHER of BUSINESS STUDIES
Scale 1
For further details see our display advertisement under secondary vacancies.

SANDWELL
(Metropolitan Borough of)
MANOR HIGH SCHOOL
(11-18 Com

SECONDARY
continued

Domestic Subjects

Heads of Department

BEXLEY
London Borough of
BEXLEY-ST. JOHN BOSCO HIGH SCHOOL (Till Girls)
Bourne Road, Bexleyheath, Kent
Tel: 01-301 8313
Roll 1,107
Required for September due to forthcoming retirement of present Head, HEAD OF DOMESTIC SCIENCE DEPARTMENT. Responsible for four Cookery and two Needlework rooms. Department is well equipped. Subject is offered to O level. Candidates should offer Domestic Science as the main subject, and be prepared to teach a second subject. Applicants should be applicant with suitable qualifications, experience and administrative ability.
A.P.A. £408. Assistance with removal expenses, lodging rent and mortgage allowance can be considered.
Requests for application forms from young S.A.E. should be sent to the Headmaster.

BRIGHTON
BRIGHTON HIGH SCHOOL
Dyke Road
Brighton, Sussex
Required for September, 1980, HEAD OF HOME ECONOMICS.
Applicants should be graduates with a suitable degree and preferably a teaching qualification. Salary Scale 3.
Application forms from and further details from the Headmaster, Brighton High School, Dyke Road, Brighton, Sussex.

CAMBRIDGESHIRE
CAMBRIDGE AREA
CONSTITUTION SCHOOL
(Boarding Department)
Required for September 1980 a well qualified and experienced HEAD OF HOME ECONOMICS DEPARTMENT. Responsibility for the HOME ECONOMICS DEPARTMENT in a co-educational school which has been comprehensive since 1974.
Further information and an application form (please state London allowance) can be obtained from the Headmaster of the School.
Completed forms should be returned as soon as possible.

WEST SUSSEX
WESTERN AREA
BOGNOR REGIS COMPREHENSIVE SCHOOL
East Street, Southbourne, Emsworth
Hampshire PO10 8DU
Required as soon as possible
Co-educational
HEAD OF HOME ECONOMICS DEPARTMENT, 1980. Head Teacher of Home Economics (Food and Nutrition) Scale 2.
Applicants should be graduates with a suitable degree and preferably a teaching qualification.
Further details are our display advertisement under secondary vacancies.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
THE QUEEN ELEANOR SCHOOL
Cameron Drive, Waltham Cross
All-ability co-educational
HEAD OF HOME ECONOMICS
Number on Roll 1,112
ASSISTANT TEACHER (Scale 1) for Home Economics (Needlecraft) to teach to O level and C.S.E. levels.
Applicants should be able to teach Home Economics as the main subject, and be prepared to teach a second subject.
Salary: Burnham Scale 3c with London Area Allowance.
Responsible remove expenses will be reimbursed (details on request). Please send S.A.E. for application form.
Forms from and returnable to the Head Teacher at the above address as soon as possible.

Other Posts on Scale 2 and above

CROYDON
(London Borough of)
SELHURST GIRLS' HIGH
The Crescent, Croydon CR0 2QLY
Telephone 01-684 2064
Vacancies: As soon as possible
The Croydon Schools Music Festival School for Girls
HEAD OF HOME ECONOMICS
Required to teach G.C.E. and C.S.E. levels.
Applicants should be able to teach Home Economics as the main subject, and be prepared to teach a second subject.
Salary: Burnham Scale 3c with London Area Allowance.
Responsible removal expenses will be reimbursed (details on request). Please send S.A.E. for application form.
Forms from and returnable to the Head Teacher at the above address as soon as possible.

ISLE OF MAN
BOARD OF EDUCATION
RAMSEY GRAMMAR SCHOOL
(Co-educational Comprehensive 11-18 years; 900 pupils)
Required for September, 1980, a well qualified and experienced TEACHER IN CHARGE OF HOME ECONOMICS (Scale 3).
Good specialist facilities for both subjects with wide variety of courses and activities including "A" level work.
Further particulars and application forms may be obtained on receipt of a self-addressed envelope from the Headmaster, Ramsey Grammar School, Ramsey, Isle of Man, to whom completed forms should be submitted not later than Monday, 28th March, 1980.

HILLINGDON
(London Borough of)
GREENWAY SCHOOL
The Greenway, Eastcote
Pinner, Middlesex
(No. on roll: 977; 49 in Sixth Form)
Headmaster: Mr. J. Tirdi
M.A., B.Sc.
Required as soon as possible
TEACHER (Scale 1) for HOME ECONOMICS to teach 11-14 pupils of average and below average ability.
Further particulars and application forms may be obtained on receipt of a self-addressed envelope from the Headmaster, Greenway School, Greenway, Eastcote, Pinner, Middlesex, to whom completed forms should be submitted not later than Monday, 28th March, 1980.

Scale 1 Posts

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
MALSIS CATHOLIC HIGH SCHOOL
(11 to 16 Co-educational Comprehensive School: 1,200 pupils)
Required September 1980 for Girls' Guide 1/2 for Needlework.
Please apply direct to Headmaster giving curriculum vitae and names of two referees.
Calderdale High School, Holdsworth Road, Hollitch, Halifax, West Yorkshire.

DORSET
THE PURBECK SCHOOL
(Comprehensive-co-educational, 13 to 18)
ECONOMICS ASSISTANT in Home Economics Department, Scale 1, Required for September, 1980, especially interested in teaching Food and Nutrition, Housecraft and Needlecraft to O level and C.S.E. level. Ability to work with C.S.E. courses would be an advantage. Needlecraft and Clothing Construction is the right form interest in Needlework, Cookery and/or Needlework essential.
Application form and details (S.A.E.) from Headmaster.

DORSET
WEYMOUTH AND NEWTON HIGH SCHOOL
(11-16 Comprehensive: Group 9)
Roll 850
NEEDLECRAFT SPECIALIST, to be responsible for subject throughout school from September, 1980, interest in sewn games an advantage.
Assistance with removal expenses.
Application form and details (S.A.E.) from Headmaster to be returned by 17 March.

EALING
(London Borough)
NORTHOLT DIVISION
NORTHOLT HIGH SCHOOL
Tennyson Avenue, Northolt, Middlesex
(Non-selective Co-educational)
HEAD OF HOME ECONOMICS required for Easter or September 1980 (Roll 1,150-form entry; co-educational Comprehensive School 11-18) to provide for Cookery and Needlework are both taught to C.S.E. and O.C.E. levels, Nationals.
Successful applicants may be required to teach Home Economics.
Willingness to help with extra-curricular activities is essential.
London Weighting Allowance.
Application form from the Head at the school (S.A.E.).

HAVERING
(London Borough of)
UPPLAWNS SCHOOL
Upplawns, Romford, Essex
(Roll: G.C.E. Comprehensive)
TEACHER OF HOME ECONOMICS (Food and Nutrition) Scale 1.
Further details are our display advertisement under secondary vacancies.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
THE QUEEN ELEANOR SCHOOL
Cameron Drive, Waltham Cross
All-ability co-educational
TEACHER OF HOME ECONOMICS (Scale 1) for Needlework to teach to O level and C.S.E. level.
Applicants should be able to teach Home Economics as the main subject, and be prepared to teach a second subject.
Salary: Burnham Scale 3c with London Area Allowance.
Responsible removal expenses will be reimbursed (details on request). Please send S.A.E. for application form.
Forms from and returnable to the Head Teacher at the above address as soon as possible.

HERTFORDSHIRE
COUNTY COUNCIL
WATFORD DIVISION
BENTLEY PRIORY HIGH SCHOOL
Aldenham Road, Bushey
Required for September 1980, for 1 year, TEACHER IN CHARGE OF HOME ECONOMICS (Scale 3) to be responsible for the Home Economics Department, which is well equipped and has two rooms.
Applicants should be able to teach Home Economics as the main subject, and be prepared to teach a second subject.
Salary: Burnham Scale 3c with London Area Allowance.
Responsible removal expenses will be reimbursed (details on request). Please send S.A.E. for application form.
Forms from and returnable to the Head Teacher at the above address as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

TONBRIDGE AND MALLING DIVISION
CLARE PARK SCHOOL
Rock Road, East Malling
This high School of 1,330 pupils in age range 11-18 is fully comprehensive in its first two years. Thereafter, some pupils transfer to other schools, parental choice to Upper Schools.
Required for Summer Term: HOME ECONOMICS TEACHER, Cookery and Needlework to O level. Child Development and Foods to O level, some junior homework. An interest in the promotion of a new multi-service Course at a later date would be an advantage.
Please write to the Headmaster with curriculum vitae and names of two referees.

LONDON, NW1
J.F.K. COMPREHENSIVE SCHOOL
176 Camden Road
Headmaster, Mr. L. Ostoff, B.Sc.
HOME ECONOMICS DEPARTMENT.
Part-time TEACHER to teach Home Economics to the eight form entry voluntary aided secondary school.
Applications to Mr. Nathan Ostoff, J.F.K. Comprehensive School, 176 Camden Road, Kentish Town, London, NW1.

LONDON S.E.5
MARY DATCHELOR GIRLS' SCHOOL
Camberwell Grove,
(Voluntary Aided Grammar School)
Required for September, a specialist TEACHER for HOME ECONOMICS (Foods and Nutrition) to teach Cookery and Needlework.
Salary according to Burnham Scale 1 for Further details are our display advertisement under secondary vacancies.

NORFOLK
COUNTY COUNCIL
EDUCATIONAL DEPARTMENT
RETHERSHAM HIGH SCHOOL
Queens Road, Thetford,
Norwich NR9 3BB
Required for September 1980 for this new secondary school (formed September, 1979) TEACHER for HOME ECONOMICS and VEGETABLE GARDEN, two home economics rooms, Model Flat and Needlework Room has been provided.
Application forms and further details are available from the Headmaster at the school (Telephone 3265 Thetford).
Closing date: March 24th.

SANDWELL
(Metropolitan Borough of)
HOLLY LODGE HIGH SCHOOL
(11 to 18 Comprehensive)
Required for April or September
NEEDLEWORK
Scale 1
Letters of application, stating full curriculum vitae and names and addresses of two referees should be forwarded immediately to Head Teacher, Holly Lodge High School, Lodge Road, Smethwick, Warley, West Midlands.

WEST SUSSEX
NORTHERN AREA
BURGESS HILL SCHOOL
The Boulevard, Worthing
This well-established, 11-16 co-educational Comprehensive (1,200 on roll) requires for September a Responsible TEACHER for HOME ECONOMICS and HOME SCIENCE to join a strongly staffed department.
For details of post, apply to the Headmaster.

Other Posts on Scale 2 and above

ESSEX
COUNTY COUNCIL
COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS
(Grammar School)
Norman Way, Colchester
Number on Roll: 1,070
ECONOMICS TEACHER (Scale 2) to teach Home Economics to O level and C.S.E. levels.
Applicants should be graduates with a suitable degree and preferably a teaching qualification.
Salary: Burnham Scale 3c with London Weighting Allowance.
Application form from the Head at the school (S.A.E.).

HAVERING
(London Borough of)
EMERSON PARK SCHOOL
Hornchurch Road, Romford
Required for September, 1980, for Scale 2 Post, HEAD OF HOUSE and ASSISTANT TEACHER of Home Economics.
Further details are our display vacancies.

Other Posts on Scale 2 and above

ESSEX
COUNTY COUNCIL
COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS
(Grammar School)
Norman Way, Colchester
Number on Roll: 1,070
ECONOMICS TEACHER (Scale 2) to teach Home Economics to O level and C.S.E. levels.
Applicants should be graduates with a suitable degree and preferably a teaching qualification.
Salary: Burnham Scale 3c with London Weighting Allowance.
Application form from the Head at the school (S.A.E.).

HAVERING
(London Borough of)
EMERSON PARK SCHOOL
Hornchurch Road, Romford
Required for September, 1980, for Scale 2 Post, HEAD OF HOUSE and ASSISTANT TEACHER of Home Economics.
Further details are our display vacancies.

Scale 1 Posts

CALDERDALE
(Metropolitan Borough Council)
EDUCATION DEPARTMENT
BRIGHOUSE GIRLS' GRAMMAR SCHOOL
Halifax Road, Brighouse
(650 on roll)
TEACHER of ECONOMICS (Scale 1)
(Required for September, 1980, at this 11-18 girls' grammar school, a teacher of Economics (Scale 1) with ability to teach a second subject.
The person appointed would be expected to conduct an "O" level Economics course at Sixth Form level, as well as taking a share of teaching in the school.
Please apply by letter to the Head Teacher by 14 March, 1980, giving names and addresses of two referees.

HAVERING
(London Borough of)
THE COOPER COMPANY AND COBORN SCHOOL
St. Mary's Lane, Upminster, Essex
Voluntary Aided; six-form entry
Required September, 1980, Scale 1 Graduate Teacher to teach MATHEMATICS (mainly lower school) and Mathematics (mainly lower school) and Mathematics to the top forms as required. Some Economics teaching may be required in the lower school and Mathematics to the top forms of Economics Studies is to be developed in the school and there would be the opportunity for the person appointed to train in the teaching of Computer Studies to "O" level and to take responsibility for the subject in the school with Scale 3 pay commencing at Computer Studies would be gaining but not essential. Economics Graduate Teacher in Department teaches "A" level Economics (four groups), also Industrial Society (a continuous assessment "O" level and C.S.E. course) and an introductory course "O" level and C.S.E. Economics. Also involved courses in Business Studies and Personal Finance, being introduced in the Sixth Form for next year.
The department also takes part in the Humanities Course for the Sixth, Fourth and First Years.
The school is fully comprehensive, co-educational comprehensive, including Sixth Form, and is situated in pleasant green belt countryside yet within easy reach of London by Underground.
Application, with full curriculum vitae, to the Headmaster as soon as possible, naming two referees.
London Allowance £320. Help with removal expenses in approved cases.

HEREFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
ST. GEORGE'S SCHOOL
Bergamon, Herts.
(Co-educational Group 10, Voluntary Aided)
Required September: GRADUATE ECONOMICS TEACHER to teach Economics to O level and C.S.E. levels. Help with supervising games.
Application to Headmaster giving full details and naming two referees.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
MAIDSTONE GRAMMAR SCHOOL
Barton Road, Maidstone.
(Roll 1,000 girls)
Required for September, 1980, Assistant Mistress (Scale 1) to teach Needlework to O level and C.S.E. levels.
Application forms and further details are available from the Headmaster at the school (Telephone 3265 Thetford).
Closing date: March 24th.

NEWHAM
(London Borough of)
LANGTON SCHOOL
Sussex Road, London E6 6PS
Tel: 01-472 3411
Head Teacher: Mr. A. Gabert
Roll 1,000
Required April or September 1980 HEAD OF HOME ECONOMICS
Comprehensive co-educational secondary modern
Applicants should be able to teach Home Economics to O level and C.S.E. levels.
Application forms and further details are available from the Headmaster at the school (Telephone 3265 Thetford).
Closing date: March 24th.

SANDWELL
(Metropolitan Borough of)
HOLLY LODGE HIGH SCHOOL
(11 to 18 Comprehensive)
Required for April or September
NEEDLEWORK
Scale 1
Letters of application, stating full curriculum vitae and names and addresses of two referees, should be forwarded immediately to Head Teacher, Holly Lodge High School, Lodge Road, Smethwick, Warley, West Midlands.

SURREY
EDUCATION COMMITTEE
THE BISHOP WORDSWORTH'S SCHOOL
(Voluntary Aided Secondary School)
Salisbury Road, Salisbury
Required for September, TEACHER ECONOMICS at this all-ability, co-educational secondary school which is moving towards a comprehensive intake in the London and Phoenix buildings of the former technical school.
Applicants should be graduates who can bring a lively and progressive approach to the subject.
Preliminary visits to the school will be welcomed.
Salary: Burnham 2500, plus London Area Allowance, £2017-£2272.
Application forms/further particulars available from the Headmaster, to be returned completed forms should be returned by March 21, 1980.
Director of Education, Education Offices, Southway, Guildford, Surrey GU1 2HG.

NORTHAMPTONSHIRE
DAVENTRY SCHOOL
Daventry, Northants
Headmaster: Mr. J. Doherty, M.Ed.
HEAD OF ENGLISH DEPARTMENT
Applications are invited for a post in the above Comprehensive School (1250 pupils) to be responsible for the teaching of English.
The school has 1,000 pupils on roll and has been in existence for three years. It has a mixed urban and rural catchment area and the present staff consists of two men and two women.
Applicants should be graduates interested in the two year Sixth Form course and have a sound knowledge of the English syllabus.
Salary: Burnham Scale 2 plus London Allowance.
Further details from the Headmaster (S.A.E.).

ROTHERHAM
(Metropolitan Borough of)
EDUCATION DEPARTMENT
SOUTH GROVE COMPREHENSIVE SCHOOL
(11 to 16; mixed; approximately 1,000 pupils)
Required for September, 1980: HEAD of ENGLISH—Scale 4 plus B.P.A.
The successful candidate will be expected to have an active concern for English throughout the curriculum, and CSE and O level English courses will be undertaken.
Application forms available from the Director of Education, Education Council Offices, Doncaster Road, Mexborough, South Yorkshire S64 9JE. Telephone: Mexborough 2331 (ext. 24).
Mr. Bible, Director of Personnel Resources.

the school library. New English textbooks accompanying the new courses will be purchased early in the next school year.
Please apply with details and the names of two referees to the Headmistress (S.A.E.).
Closing date: March 17th, 1980.

CALDERDALE
(Metropolitan Borough Council)
EDUCATION DEPARTMENT
MALSIS SCHOOL
Field Top Road, Hesslerick,
(600 on roll)
Required for September, 1980, a suitably qualified and experienced teacher for this 11-16 co-educational comprehensive secondary modern school to undertake duties as HEAD of ENGLISH DEPARTMENT and HEAD of YEAR (Scale 3). The ability to teach English to the top forms is a prerequisite. Ability to play games is a secondary consideration.
Application forms and further details are available from the Headmaster at the School, together with full curriculum vitae and names of three referees.

HARROW
EDUCATION COMMITTEE
MOUNTVIEW HIGH SCHOOL
Pinner Road, Harrow, Middlesex
(Pres. no. of pupils 1,100)
Required for the commencement of the academic year, 1980, a HEAD OF ENGLISH and HEAD OF MATHEMATICS to teach in a comprehensive high school. Applicants should be graduates with a suitable degree with ability to teach English and Mathematics to the top forms.
Application forms and further details are available from the Headmaster at the school.

OXFORDSHIRE
COUNTY COUNCIL
CHIPPING NORTON SCHOOL
Burford Road, Chipping Norton
No. on Roll: 1,000
TEACHER of ENGLISH required for September, 1980, to teach English to the top forms (levels to university entrance). Ability to teach English to the lower forms or Geography an advantage.
Applicants should be graduates with a suitable degree and a regular candidate for a teaching qualification.
Applicants should be qualified and have experience in the teaching of English to "O" level and C.S.E. level, preferably with some experience of teaching English to the top forms.
Salary: Burnham Scale 2 plus London Allowance.
Further details are available on request.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
LONGTON HIGH SCHOOL
Mill Street, Longton, Stoke-on-Trent, ST3 5PB
Required for September, 1980, a young graduate teacher of English to take charge of a small English department. The person appointed will be expected to share responsibility for drama throughout the school.
Forms of application and further details are obtainable on receipt of a self-addressed envelope, from the Head Teacher, to whom completed forms should be returned not later than March 14, 1980.

WEST SUSSEX
COUNTY COUNCIL
EDUCATION DEPARTMENT
THE VEALE SCHOOL
Wallington Road, Burgess Hill
(600 mixed rural comprehensive)
TEACHER LIBRARIAN (for 2 sessions) required to work a specialist and a generalist library service, to develop a library service for the school and library service, to teach library skills and to share in teaching. Preferably some teaching experience acceptable, ancillary help.
Apply for full details to the Librarian on receipt of S.A.E.

Scale 1 Posts

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN
DIVISION
BEACONSFIELD HIGH SCHOOL
Wattleton Road, Beaconsfield
Roll 1,000
Head: Miss E. Page, M.A.
Number on roll 600
Required for September, 1980, a suitably qualified and experienced teacher for this 11-16 co-educational secondary modern school to undertake duties as HEAD of ENGLISH DEPARTMENT and HEAD of YEAR (Scale 3). The ability to teach English to the top forms is a prerequisite. Ability to play games is a secondary consideration.
Application forms and further details are available from the Headmaster at the School, together with full curriculum vitae and names of three referees.

NEWHAM
(London Borough of)
TRINITY SCHOOL
Barking Road, E6 6JG
Head Teacher, Mr. O. L. Johnson, B.Sc.
(Number on roll, 907)
Designation of post: Head of English
Scale 1
Required as soon as possible, a HEAD of ENGLISH is required for this mixed comprehensive secondary school which is located in the London and Phoenix buildings of the former technical school.
Applications from graduates who can bring a lively and progressive approach to the subject.
Preliminary visits to the school will be welcomed.
Salary: Burnham 2500, plus London Area Allowance, £2017-£2272.
Application forms/further particulars available from the Headmaster, to be returned completed forms should be returned by March 21, 1980.
Director of Education, Education Offices, Southway, Guildford, London SW18 4GH.

NORTHAMPTONSHIRE
DAVENTRY SCHOOL
Daventry, Northants
Headmaster: Mr. J. Doherty, M.Ed.
HEAD OF ENGLISH DEPARTMENT
Applications are invited for a post in the above Comprehensive School (1250 pupils) to be responsible for the teaching of English.
The school has 1,000 pupils on roll and has been in existence for three years. It has a mixed urban and rural catchment area and the present staff consists of two men and two women.
Applicants should be graduates interested in the two year Sixth Form course and have a sound knowledge of the English syllabus.
Salary: Burnham Scale 2 plus London Allowance.
Further details from the Headmaster (S.A.E.).

ROTHERHAM
(Metropolitan Borough of)
EDUCATION DEPARTMENT
SOUTH GROVE COMPREHENSIVE SCHOOL
(11 to 16; mixed; approximately 1,000 pupils)
Required for September, 1980: HEAD of ENGLISH—Scale 4 plus B.P.A.
The successful candidate will be expected to have an active concern for English throughout the curriculum, and CSE and O level English courses will be undertaken.
Application forms available from the Director of Education, Education Council Offices, Doncaster Road, Mexborough, South Yorkshire S64 9JE. Telephone: Mexborough 2331 (ext. 24).
Mr. Bible, Director of Personnel Resources.

English

Heads of Department

EARNET
(London Borough of)
THE MANOR HIGH SCHOOL
Wilbury Way, London, N18
(Roll 1,000)
Mixed Comprehensive
Required for September, 1980, HEAD of ENGLISH DEPARTMENT (Scale 4) to teach English to the top forms (including Sixth Form) and to share responsibility for the English curriculum and the development of English in the school.
Applicants should be graduates with a suitable degree and preferably a teaching qualification.
Salary: Burnham Scale 4 plus London Allowance.
Further details are our display advertisement under secondary vacancies.

ESSEX
COUNTY COUNCIL
COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS
(Grammar School)
Norman Way, Colchester
Number on Roll: 1,070
HEAD of ENGLISH DEPARTMENT (Scale 4) to teach English to the top forms (including Sixth Form) and to share responsibility for the English curriculum and the development of English in the school.
Applicants should be graduates with a suitable degree and preferably a teaching qualification.
Salary: Burnham Scale 4 plus London Allowance.
Further details are our display advertisement under secondary vacancies.

HAVERING
(London Borough of)
EMERSON PARK SCHOOL
Hornchurch Road, Romford
Required for September, 1980, for Scale 2 Post, HEAD OF HOUSE and ASSISTANT TEACHER of English.
Further details are our display vacancies.

Other Posts on Scale 2 and above

KINGSTON upon Thames
(Royal Borough of)
WITH SURBITON
Queen Elizabeth Road,
Surbiton Hill Road, Surbiton
(A Voluntary Controlled Grammar School 11-18 years; 976 in the Sixth Form)
Required September, 1980, a well-qualified young GRADUATE to teach English Literature to Sixth Form Scholarship Candidates.
Applicants should be able to assist with other aspects of English and be prepared to share in running and supervising games would be welcome.
Salary: Burnham Scale 1, plus London Allowance.
Application form obtainable from the Headmaster at the School, together with full curriculum vitae and names of three referees.

NEWCASTLE upon Tyne
DANE ALANS GIRLS SCHOOL
Jesmond Grove, Jesmond
Newcastle upon Tyne, NE2 1YJ
Tutor: Miss Marjandom
Pupils: 450
Required for September 1980: Good Teacher of ENGLISH (Graduate) to share in the teaching of ENGLISH throughout the school, ability to teach to G.C.E. Advanced and Ordinary and Certificate Extended levels essential. Willingness to help in Games essential.
Scale 1 or Scale 2 Burnham, depending on the qualifications of the successful candidate.
Application form and further details available on request, to be returned to the Headmistress not later than 7 March, 1980.

Scale 1 Posts

EAST SUSSEX
COUNTY COUNCIL
WILLIAM PARKER SCHOOL
Hailsham
Tel: 0323 842 2188
Required September, 1980, a TEACHER for ENGLISH and DRAMA. The Successful candidate will be responsible for the Drama Department and will provide a full range of Drama for the school, including an annual production in February, a Drama Option for the first and third Forms, the first and third Form Drama Lessons and Drama Clubs.
Further information with the Drama Pack (which should be returned with the application) is available on request from the Headmaster at the school.

EAST SUSSEX
COUNTY COUNCIL
HASTINGS HIGH SCHOOL
The Grove, Rye Road, East Sussex
Number on Roll: 1,350
(11 to 18 Co-ed)
Headmaster: Mr. Ian Tooke, M.A.
Department of O level English, Scale 1 teacher to work mainly in the lower school, but also to share in teaching at O level English and CLASSICAL CIVILISATION. Some O level teaching may be expected to be a feature of the post. Experience of teaching in the Lower School.
Further details and information on request.

HAMPSHIRE
THE MONTMATTEN SCHOOL
Mildmay Lane, Romsey
(Mixed Comprehensive; mixed: 1,100 on roll)
Required September, 1980, Scale 1 Teacher of English, two referees, to be sent with application to the Headmaster, Mr. H. Davy, at the school.

HAMPSHIRE
THE MONTMATTEN SCHOOL
Mildmay Lane, Romsey
(Mixed Comprehensive; mixed: 1,100 on roll)
Required September, 1980, Scale 1 Teacher of English, two referees, to be sent with application to the Headmaster, Mr. H. Davy, at the school.

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
THE QUEEN ELEANOR GRAMMAR SCHOOL
Cameron Drive, Waltham Cross
(Roll 1,000)
TEACHER of ENGLISH, Scale 1, to share in charge of a large department. The person appointed will be expected to share responsibility for drama throughout the school.
Forms of application and further details are obtainable on receipt of a self-addressed envelope, from the Head Teacher, to whom completed forms should be returned not later than March 14, 1980.

HERTFORDSHIRE
COUNTY COUNCIL
WATFORD DIVISION
BENTLEY PRIORY HIGH SCHOOL
Aldenham Road, Bushey
Required for September, 1980, TEACHER of ENGLISH (Scale 1) to share in the teaching of English throughout the school.
Applicants should be able to teach English to the top forms.
Salary: Burnham Scale 3c with London Area Allowance.
Responsible removal expenses will be reimbursed (details on request). Please send S.A.E. for application form.
Forms from and returnable to the Head Teacher at the above address as soon as possible.

HERTFORDSHIRE
COUNTY COUNCIL
WATFORD DIVISION
BENTLEY PRIORY HIGH SCHOOL
Aldenham Road, Bushey
Required for September, 1980, TEACHER of ENGLISH (Scale 1) to share in the teaching of English throughout the school.
Applicants should be able to teach English to the top forms.
Salary: Burnham Scale 3c with London Area Allowance.
Responsible removal expenses will be reimbursed (details on request). Please send S.A.E. for application form.
Forms from and returnable to the Head Teacher at the above address as soon as possible.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
THE QUEEN ELEANOR SCHOOL
Cameron Drive, Waltham Cross
All-ability co-educational
TEACHER of ENGLISH (Scale 1) to share in the teaching of English throughout the school.
Applicants should be able to teach English to the top forms.
Salary: Burnham Scale 3c with London Area Allowance.
Responsible removal expenses will be reimbursed (details on request). Please send S.A.E. for application form.
Forms from and returnable to the Head Teacher at the above address as soon as possible.

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
ST. GEORGE'S SCHOOL
Bergamon, Herts.
(Co-educational Group 10, Voluntary Aided)
Required September: GRADUATE ENGLISH TEACHER to share in the teaching of English throughout the school.
Applicants should be able to teach English to the top forms.
Salary: Burnham Scale 3c with London Allowance.
Further details are available from the Headmaster (S.A.E.).

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
MAIDSTONE GRAMMAR SCHOOL
Barton Road, Maidstone.
(Roll 1,000 girls)
Required for September, 1980, Assistant Mistress (Scale 1) to share in the teaching of English to O level and C.S.E. levels.
Application forms and further details are available from the Head Teacher at the school (Telephone 3265 Thetford).
Closing date: March 24th.

NEWHAM
(London Borough of)
LANGTON SCHOOL
Sussex Road, London E6 6PS
Tel: 01-472 3411
Head Teacher: Mr. A. Gabert
Roll 1,000
Required April or September 1980 HEAD of ENGLISH
Comprehensive co-educational secondary modern
Applicants should be able to teach English to O level and C.S.E. levels.
Application forms and further details are available from the Head Teacher at the school (Telephone 3265 Thetford).
Closing date: March 24th.

SANDWELL
(Metropolitan Borough of)
MANOR HIGH SCHOOL
(11-18 Comprehensive)
Required for September, 1980
ECONOMICS/COMMERCE
Scale 1
Graduate required to teach Economics to "O" level and C.S.E. level. Also suitable for newly qualified teacher.
Letters of application, stating full curriculum vitae and names and addresses of two referees, should be forwarded immediately to Head Teacher, Manor Park Road, Wednesbury, West Midlands.

Other Posts on Scale 2 and above

ESSEX
COUNTY COUNCIL
COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS
(Grammar School)
Norman Way, Colchester
Number on Roll: 1,070
ENGLISH TEACHER (Scale 2) to share in the teaching of English throughout the school.
Applicants should be graduates with a suitable degree and preferably a teaching qualification.
Salary: Burnham Scale 3c with London Weighting Allowance.
Application form from the Head at the school (S.A.E.).

HAVERING
(London Borough of)
EMERSON PARK SCHOOL
Hornchurch Road, Romford
Required for September, 1980, for Scale 2 Post, HEAD OF HOUSE and ASSISTANT TEACHER of English.
Further details are our display vacancies.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
THE QUEEN ELEANOR SCHOOL
Cameron Drive, Waltham Cross
All-ability co-educational
TEACHER of ENGLISH (Scale 2) to share in the teaching of English throughout the school.
Applicants should be able to teach English to the top forms.
Salary: Burnham Scale 3c with London Weighting Allowance.
Responsible removal expenses will be reimbursed (details on request). Please send S.A.E. for application form.
Forms from and returnable to the Head Teacher at the above address as soon as possible.

LONDON
GREY COAT HOSPITAL
Tufton Street, Westminster
(Voluntary Aided Church of England Comprehensive School: 1350 girls)
Required for September, 1980, a GRADUATE ENGLISH TEACHER to share in the teaching of English throughout the school.
Applicants should be graduates with a suitable degree and preferably a teaching qualification.
Salary: Burnham Scale 2 plus London Allowance.
Further details are our display vacancies.

NORTH EAST SCHOOL
NORTH EASTERN AREA
Wallington Road, Burgess Hill
Required for September, 1980, a GRADUATE TEACHER of ENGLISH to share in the teaching of English throughout the school.
Applicants should be able to teach English to the top forms.
Salary: Burnham Scale 2 plus London Allowance.
Further details are available on request.

SHEFFIELD (City of)
EDUCATION COMMITTEE
NORTH OAKS SCHOOL
Tylwood Road, Sheffield S10 3ET
(As at 1 Jan 1979 Secondary)
Required for September 1980, a GRADUATE TEACHER of ENGLISH to share in the teaching of English throughout the school.
Applicants should be able to teach English to the top forms, preferably with some experience of teaching English to the top forms.
Salary: Burnham Scale 2 plus London Allowance.
Further details are our display vacancies.

Scale 1 Posts

HARNET
(London Borough)
WOODCROFT HIGH SCHOOL
Nevill Road, Whetstone, N20.
Roll 1,000
Mixed Comprehensive. Roll will be increased to 1,200 by 1981.
Required September, 1980, a suitably qualified and experienced teacher of English to teach English to the top forms and to share in the responsibilities for the English Department.
Salary: Burnham Scale with London Area Allowance.
Responsible removal expenses will be reimbursed (details on request). Please send S.A.E. for application form.
Forms from and returnable to the Head Teacher at the above address as soon as possible.

CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
THORNES HOUSE (13-18) SCHOOL
Wakefield
(1170 on roll: (Reception 13-16 from September 1981)
Required September, 1980, a young graduate teacher with Schools Council familiar with Schools Council Humanities Curriculum to share in teaching English throughout the school.
Application forms (one) available (special paper) on the Oxford Geography Project.
Salary according to experience and qualifications.
Application in writing, to the High Mistress giving a full curriculum vitae and the names and addresses of two referees.

ESSEX
COUNTY COUNCIL
THE KING'S SCHOOL
(Co-educational Comprehensive)
(Roll 1,300 mixed)
Kingston Close, Harlow
Headmaster: Southend on Sea 34771
TEACHER for GEOGRAPHY, Scale 1.
Required Summer Term. Temporary one term appointment.
Curriculum vitae and names of referees to Head Teacher (Telephone S.A.E.).

HAVERING
(London Borough of)
THE NEAVE SCHOOL
Little Heath, Harold Hill, Romford
(Roll: 857 Co-educational)
Temporary TEACHER of GEOGRAPHY, Scale 1 (Scale 2 and 3 also considered) to share in the teaching of Geography throughout the school.
Further details are our display advertisement under secondary vacancies.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
ROYSTON HIGH SCHOOL
Lakeworth Hardy City
(Co-educational Roll)
Required for September, 1980, a TEACHER of GEOGRAPHY (Scale 1) for Humanity.
The subject is taught to "A" level and there is a strong emphasis on field work in the sixth form.
Apply by letter to the Headmaster with curriculum vitae and names and addresses of two referees.

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
THE QUEEN ELEANOR GRAMMAR SCHOOL
Cameron Drive, Waltham Cross
(Non-selective Co-educational)
TEACHER of GEOGRAPHY (Scale 1) with ability to teach to "O" level and C.S.E. courses.
Applicants should be able to teach Geography as the main subject.
Salary: Burnham Scale 3c with London Area Allowance.
Responsible removal expenses will be reimbursed (details on request). Please send S.A.E. for application form.
Forms from and returnable to the Head Teacher at the above address as soon as possible.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
THE QUEEN ELEANOR SCHOOL
Cameron Drive, Waltham Cross
All-ability co-educational
TEACHER of GEOGRAPHY (Scale 1) to share in the teaching of Geography throughout the school.
Applicants should be able to teach Geography as the main subject.
Salary: Burnham Scale 3c with London Weighting Allowance.
Responsible removal expenses will be reimbursed (details on request). Please send S.A.E. for application form.
Forms from and returnable to the Head Teacher at the above address as soon as possible.

HERTFORDSHIRE
COUNTY COUNCIL
WATFORD DIVISION
BENTLEY PRIORY HIGH SCHOOL
Aldenham Road, Bushey
Required for September, 1980, TEACHER of GEOGRAPHY (Scale 1) to share in the teaching of Geography throughout the school.
Applicants should be able to teach Geography as the main subject.
Salary: Burnham Scale 3c with London Area Allowance.
Responsible removal expenses will be reimbursed (details on request). Please send S.A.E. for application form.
Forms from and returnable to the Head Teacher at the above address as soon as possible.

HERTFORDSHIRE
COUNTY COUNCIL
WATFORD DIVISION
BENTLEY PRIORY HIGH SCHOOL
Aldenham Road, Bushey
Required for September, 1980, TEACHER of GEOGRAPHY (Scale 1) to share in the teaching of Geography throughout the school.
Applicants should be able to teach Geography as the main subject.
Salary: Burnham Scale 3c with London Area Allowance.
Responsible removal expenses will be reimbursed (details on request). Please send S.A.E. for application form.
Forms from and returnable to the Head Teacher at the above address as soon as possible.

HULL
HULL COLLEGE
(Hull Metropolitan Borough of)
A Mixed

SECONDARY
Mathematics
continued

DURHAM
COUNTY COUNCIL
CONSETT COMMUNITY SCHOOL
(Formerly Consett Comprehensive School)
(11-16 Mixed Comprehensive)
MATHEMATICS TEACHER required for September, 1980, or earlier if possible. Examination work available for suitably qualified candidate.
Scale 2 post. Applications should be addressed to the Establishment Officer, Durham House, Blackhill, Consett, Co. Durham.
Closing date for receipt of applications: March 11, 1980.

EAST SUSSEX
COUNTY COUNCIL
HELLENBURY SCHOOL
The Ridge, Hastings TN34 2AF
(11-16 Girls Comprehensive)
Headmistress Mrs D. G. Spendlove.
Required September, 1980, MATHEMATICIAN to join vigorous department in expanding school. Temporary appointment during secondment. Must be enthusiastic about teaching all ability range. Scale post available.
Application forms and further details obtainable from the Headmistress at the school.

ESSEX
HELENA ROMANES SCHOOL
(Roll 1,300)
Princes Drive, Great Dunmow
Telephone Dunmow 2255
MATHEMATICS SPECIALIST, Scale 1.
Required September to teach to examination level, mainly in computer studies. Well equipped. Specialist accommodation.
Closing date 14th March, 1980.
Application stipe and names of two referees (foolscap S.A.E. please)

HERTFORDSHIRE
COUNTY COUNCIL
HITCHIN DIVISION
THE BYGRAVE HIGH SCHOOL
(Mixed Secondary School)
Baldock, Hitchin
Telephone: Hitchin 2000
(Voluntary Controlled C. of E. related, all-ability school 1,000 on roll, six forms of entry)
Where is a country town community situated in the Hertfordshire Green Belt 45 minutes from Central London.
Required for September 1980 a TEACHER of MATHEMATICS to work throughout the school, including Sixth Form, with qualification current in Scale 2 post. A suitable experienced teacher.
G.M.P. Mathematics is taught in Hitchin School with equipment in Grade 1 and 2 and Grade 3 in Levels.
Much scope for initiative in very wide range of secondary school activities.
(London Fringe allowance payable)
Applications by letter (no forms) direct to the Headmaster, giving details of qualifications, experience and names of two referees

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD SCHOOL
NORTH SCHOOL FOR GIRLS
Maidstone Avenue, Ashford
(Roll 1,000)
Required for September, 1980, DEPUTY HEAD OF MATHEMATICS DEPARTMENT (Scale 2).
(The lower part of the school is Comprehensive, the upper part selective. Mathematics is taught in the lower school (11-13 years) in mixed ability groups and in the upper school (13-18 years) in streams to G.C.E. 'O' and 'A' level examinations.
Applications, giving details of qualifications, experience and the names of two referees, to the Headmaster.

LONDON SW19 4TT
KING'S COLLEGE SCHOOL
Wimbledon Common
Required for September 1980: A GRADUATE MATHEMATICIAN with ability to teach at all levels of the School, including Oxbridge Scholarship. Computing experience a great advantage. Salary Burnham Scale 2 initially, moving to Higher scale after 2/3 years if suitable.
Further details on request. Applications, with the names of two referees, to the Head Master.

MERTON
(London Borough of)
WORSFIELD HIGH SCHOOL
Worsfold Road, Wimbledon
(Headmistress: Miss H. D. Whale, M.A.)
(Girls, 13-18 years. No. on Roll 1,000, of whom 150 are in the sixth form)
Required for September, 1980, in Mathematics Department, a TEACHER of MATHEMATICS, preferably with Mathematics degree, who is willing to teach across the whole age range (11-18 years).
Salary on Burnham Scale 2 (£2,580-£3,705) + £400 London Allowance. Travel expenses on lowest rate of any scheme approved may be allowed.
Applications, in the first instance, should be made by telephone to the Headmistress.
Closing date for receipt of applications will be 14 days after the appearance of this advertisement.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
THE HAVERSTOE SCHOOL
Lowestoft
Required for September, 1980, a MATHEMATICS TEACHER to teach throughout the school, including Sixth Form, to examination level in computer studies. Well equipped. Specialist accommodation.
Closing date 14th March, 1980.
Application stipe and names of two referees (foolscap S.A.E. please)

HERTFORDSHIRE
COUNTY COUNCIL
HITCHIN DIVISION
THE BYGRAVE HIGH SCHOOL
(Mixed Secondary School)
Baldock, Hitchin
Telephone: Hitchin 2000
(Voluntary Controlled C. of E. related, all-ability school 1,000 on roll)
Where is a country town community situated in the Hertfordshire Green Belt 45 minutes from Central London.
Required for September 1980 a TEACHER of MATHEMATICS to work throughout the school, including Sixth Form, with qualification current in Scale 2 post. A suitable experienced teacher.
G.M.P. Mathematics is taught in Hitchin School with equipment in Grade 1 and 2 and Grade 3 in Levels.
Much scope for initiative in very wide range of secondary school activities.
(London Fringe allowance payable)
Applications by letter (no forms) direct to the Headmaster, giving details of qualifications, experience and names of two referees

OXFORDSHIRE
COUNTY COUNCIL
COED WILLIAMS SCHOOL
Talgarth Road, Henley, Oxon. RG9 2AQ
(11 to 16 mixed comprehensive school. 700 in Sixth Form)
Required for September, 1980, MATHEMATICS TEACHER required for teaching across the ability range. Extensive Sixth Form experience and interest highly desirable and a special interest in the Mathematics Education in Oxfordshire examination level is essential. Computer facilities available.
Teacher details can be obtained from The Principal, Please apply by letter giving full curriculum vitae and names of two referees, with two weeks from the appearance of this advertisement (S.A.E. with all correspondence.

RICHMOND UPON THAMES
(London Borough of)
DICTORY SCHOOL
(11-16 Mixed Comprehensive)
Hampton Road, Hampton
Middlesex TW12 3HS
Required for September, 1980, a Mathematics Specialist to teach throughout the school.
A Scale 1 post is available for a suitably qualified and experienced teacher, but this post could also be suitable for a newly qualified teacher seeking a first appointment from college.
Application (foolscap S.A.E.) from Director of Education, Regent Street, Richmond, Surrey TW1 3QB, returnable by the Headmaster at the school as soon as possible.

SURREY
EDUCATION COMMITTEE
THE BYFLEET SCHOOL
Ashford
(Required as soon as possible)
TEACHER of MATHEMATICS.
Ability to help in the Physics Department would be an advantage.
Accommodation Scale 1 is available for suitable applicant.
Apply to the Head. Tel. Ashford 3[illegible]

WEST SUSSEX
NORTH EASTERN AREA
HURSTPIERPOINT COLLEGE SCHOOL
Ashdown Drive, Hassocks, Crawley
Required for September 1980 MATHEMATICS required as soon as possible to teach throughout the Upper School (5th and 6th Form) in a mixed comprehensive school. Particular responsibility for organisation at Sixth Form level, including examinations, and within a well-established faculty based on specialist suite of rooms. Favourable housing in approved cases.
London Fringe Area Allowance.
Apply to Headmaster.

WILTSHIRE
KINGSDOWN SCHOOL
Bishopton St Margaret
Near Swindon
(Roll 1,000 Comprehensive School with 1,000 pupils and an 8 classform entry with easy access to the Cotswolds, the Westerwoods, Bath and Bristol. Upper Thames Headmaster: J. S. Bomford, M.A.B.Ed
SECOND IN MATHEMATICS
Required for September, 1980, a Graduate Mathematician to teach (Ordinary level and responsibility for work in the Mathematics Department and the Mathematics Laboratory. The Mathematics Department is a very busy one with four teachers.
Applications, giving details of qualifications, experience and the names of two referees, to the Headmaster.
If necessary, lodging allowance.
Applications (forms are not A.S.E.) by letter to the Headmaster, at the address, telephone number and the postcode given above, stating the names, types and sizes of the schools attended and address and telephone number of present or last school or college.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
ST. EDMUND'S R.C. SCHOOL
Common Road West
Wolverhampton WV2 3DU
Headmaster: J. M. Sheppee, B.Sc.
Required for September, 1980:
MATHEMATICS
Scale 2, Second in Department
A good Hons Graduate who successful (A.T.) level teaching experience is required for a 11-16 Catholic Mixed Comprehensive School.
Application forms and full details are available from the Headmaster, to whom completed forms should be sent by the Closing Date of Friday, the nov. 7, 1980. Kolb, Johnson's Proprietary, Wolverhampton, WV1 4QB, returnable within 14 days of the advertisement (S.A.E. please).

Scale 1 Posts

AVON COUNTY
CHURCHILL SCHOOL
Churchill, Nr Bristol BS18 5DN
TEACHER of MATHEMATICS to teach O level and CSE Mathematics. Ability to help in the Physics Department would be an advantage.
Accommodation Scale 1 is available for suitable applicant.
Apply to the Head. Tel. Ashford 3[illegible]

AVON COUNTY
[illegible]

NORTH YORKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
THE WILL MOUNT GRAMMAR SCHOOL
Will Mount Lane, York YO8 3NJ
[illegible] MATHEMATICS DEPARTMENT, Scale 1, required from September 1980, to share in the teaching of the subject throughout the school. The successful candidate will be expected to teach a considerable amount of Sixth Form work.
Letters of application, with curriculum vitae and the names and addresses of two referees, should be addressed to the Headmaster by 10th March.

NORTH YORKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
[illegible] SCHOOL
(Roll 1,170) OHA
Required for September, 1980 or [illegible] MATHEMATICIAN, including O level work. Temporary post for Summer Term considered. Scale 2 available for suitably qualified and experienced applicant.
Applicants' forms and further particulars available from the Headmaster, to whom they should be returned as soon as possible.

BARNET
(London Borough of)
Barnet School
Barnet School, New Barnet, Hertfordshire
Telephone: 01-449 1827
(Mixed Comprehensive, 1,000 roll. Sixth Form 160. Open plan building. Comprehensive Department, Lower School, Middle School, Upper School. Work mainly in the Lower School.
Required, giving details of qualifications, experience and the names of two referees, to the Headmaster [illegible]

BOAT MOUNT SCHOOL
Boat Mount Lane, Hull (Tel. 650 [illegible])
(Mixed Comprehensive, 800 roll. Sixth Form Comprehensive, 300 roll)
A Graduate Teacher of MATHEMATICS to teach throughout the School.
Apply to Headmaster giving full details. (S.A.E.)

BRENTWOOD SCHOOL
Russell Lane, Whitsun, N.20.
(11-16 Girls Comprehensive Hall 600)
Required September, 1980, MATHEMATICS TEACHER (Scale 1) to join team department and share teaching of modern maths. (Ages 11 to 5th Year—ability to take A' level an advantage, and interest in Arrows is offered. Good facilities include 1977 computer. Post offers good scope to hard teacher whether experienced or first appointment.
Apply by letter to Headmistress giving full curriculum vitae and names of two professional referees by March 14th, S.A.E.
For all the above posts—in approved cases, assistance may be given by way of temporary housing, the payment of removal expenses and separation allowances.
Director of Educational Services.

BERKSHIRE
ALTWOOD U.E. SCHOOL
Altwood Road, Maidenhead SL6 4PJ
(Number on roll 1,000, Coeducational)
Required for September, GRADUATE TEACHER of MATHEMATICS (Scale 1) to join a strong faculty of eight teachers with courses leading to ordinary level, 'O' level and C.S.E. in Mathematics, Money, Commercial Statistics and Computer Studies. There will be opportunity to develop particular interests within the faculty.
Apply by letter to Headmaster from whom details may be obtained (S.A.E.).
Closing date March 27.

BROMLEY
(London Borough of)
RIPLEY MANOR SCHOOL
(11-16 Mixed, Ormington, Kent
Headmaster: D. A. Davies, BSc
Telephone: Orpington 37[illegible]
Required in September, 1980: an enthusiastic man or woman to teach MATHEMATICS throughout the school to GCE "A" level. Candidates wishing to continue an interest in statistics or computer studies could be given the opportunity to help with the development of these courses in the sixth form. The school has two micro-computers. The department offers a wide range of courses including Further Mathematics at "A" level.
Opportunity is available on the edge of the Green Belt, but less than 30 minutes by train from Central London. The school is housed in modern buildings on an attractive site shared with the Ramsden School for Girls. The total sixth form of 170 boys and girls already offers a wide range of well established CSE, "A" level courses.
London Allowance £527.
Removal and other expenses payable in approved cases.
Applications direct to the Headmaster, giving full details of qualifications and experience, together with the names of two referees. Please include telephone numbers of referees.

CAMBRIDGESHIRE
CAMBRIDGE SCHOOL
Cambridge School
Required for September or earlier if possible a TEACHER of MATHEMATICS to teach throughout the 11-16 Comprehensive School. Well organised department with a competent and enthusiastic team.
Apply to the Headmaster, Chesterton School, Milton Road, Cambridge CB4 1XH, giving full curriculum vitae and the name and addresses of two referees.
Further details are available, S.A.E. please.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for Removal Expenses.
PENTICE SCHOOL
Charlestown Road, St. Austell, PL25 3NE
(Group 11, No. on Roll 1,360)
Headmaster: Mr. T. H. Beswick, B.Ed.
MATHEMATICS, Scale 1
Required for April 1980 a TEACHER of MATHEMATICS to 'O' level and C.S.E.
Pentice School encourages the traditional values of loyalty, service and pride. Applicants should be in sympathy with the aims of the School.
Please apply by letter, including curriculum vitae and names and addresses of two referees, to the Headmaster.
Closing date: As soon as possible.

CROYDON
(London Borough of)
Moreton Road, Croydon, Surrey
Telephone: 01-688 6484
Required for the beginning of the summer term 1980 a TEACHER of MATHEMATICS to teach throughout the school.
The school is situated on the edge of the South Croydon Green Belt and has extensive playing fields. The school has a new Mathematics Department using Mathematics Education Project materials. Additional equipment is available.
Salary Burnham Scale 1 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Applications should be made by application form to the Head Teacher and should reach the Head Teacher as soon as possible.

DERBYSHIRE
EDUCATION COMMITTEE
HEANOR SCHOOL
Heanor, Derbyshire
(Mixed Comprehensive School, 11-18 years, 1,000 on roll)
Required for September, 1980, a TEACHER of MATHEMATICS to teach throughout the school, including Sixth Form, with qualification current in Scale 2 post. A suitably experienced teacher.
Applications by letter, including curriculum vitae and names and addresses of two referees, to the Headmaster.
Closing date: As soon as possible.

DERBYSHIRE
EDUCATION COMMITTEE
HEANOR SCHOOL
Heanor, Derbyshire
(Mixed Comprehensive School, 11-18 years, 1,000 on roll)
Required for September, 1980, a TEACHER of MATHEMATICS to teach throughout the school, including Sixth Form, with qualification current in Scale 2 post. A suitably experienced teacher.
Applications by letter, including curriculum vitae and names and addresses of two referees, to the Headmaster.
Closing date: As soon as possible.

DERBYSHIRE
EDUCATION COMMITTEE
HOLBROOK HIGH SCHOOL
Holbrook, Nr. Derby, DE5 1NN
(11-16 Mixed comprehensive, 11-18 girls)
Required for September, 1980: ASSISTANT TEACHER OF MATHEMATICS (Scale 1) to join a strong Mathematics Department. There are courses leading to C.S.E., "O" level and "A" level in Mathematics (S.M.P.) and Statistics. An interest in Computer Studies, which is developing, would be an advantage.
Further details may be obtained from the Headmaster to whom letters of application with a full curriculum vitae and the names of two referees should be sent within 10 days of the appearance of this advertisement. Please quote reference [illegible] on envelope for reply.

EAST SUSSEX
COUNTY COUNCIL
WILLIAM PARKER SCHOOL
Parkerhill Road
Hastings TN34 3NB
(1,400 boys on roll)
Headmaster: Mr. G. H. Honshell, B.Sc.
Required September, 1980, Scale 1 ASSISTANT TEACHER OF MATHEMATICS to teach to "O" level and C.S.E. (the school was formed by the merging of the Grammar School and the Hastings School for Boys and will receive its third comprehensive intake in September, 1980).
Letter of application with the names of two referees should be forwarded to the Headmaster of the school within 10 days of the appearance of this advertisement.

EAST SUSSEX
COUNTY COUNCIL
HOVE AREA
PORTSLADE COMMUNITY COLLEGE
Chalky Road, Portslade,
East Sussex BN4 2WS
(11-18 Mixed Comprehensive
Number on roll 1,550
Required for September, 1980, TEACHER of MATHEMATICS, Scale 1 to teach across age and ability range including 'A' level and M.E. Experience in 'A' level. This post might be of interest to a newly qualified teacher.
Applications by letter to the Principal with curriculum vitae and two referees as soon as possible (S.A.E. please).

ESSEX
VALANCE SCHOOL
Chelmsford
(Roll 1,050. Co-educational 11 to 18 Comprehensive School)
Sponge Road, Chelmsford
(01-30[illegible])
Headmaster: Mr. J. Bates
TEACHER of MATHEMATICS
Scale 1 post
GRADUATE MATHEMATICIAN required to teach O level and traditional Pure and Applied Mathematics.
INGATESTONE AND LOSHOREAN SCHOOL
(Roll 1,100)
Telephone: Ingatestone 0[illegible]
Required for September 1980 TEACHER of MATHEMATICS (Scale 1) plus £127 fringe allowance.
Sponge Term, temporary TEACHER of MATHEMATICS for sixth-form study. Opportunity for school to be included within 6th year work.
Apply to the Head.

ESSEX
[illegible]
(Roll 1,300)
Telephone: Southend 45871
MATHEMATICS, Scale 1, plus £127 fringe allowance.
Required April, Mathematics to teach "O" level (interest in Statistics) Computer Studies to A.S.E. Excellent facilities including a computer.
ST. MARTIN'S SCHOOL
(Roll 1,[illegible])
Hanging Hill Lane, Hullon, Brentwood
Telephone: (0277) 227650
TEACHER of MATHEMATICS
Scale 1
Required for September, MATHEMATICIAN to share in teaching in a strong department, to "O" and "A" levels.
For all the above posts curriculum vitae and names of two referees to Head Teacher concerned (foolscap S.A.E. please).

HAMPSHIRE
ST. JOHN'S C. OF E. SCHOOL
Park Road, Southsea
Portsmouth, Hampshire PO5 4[illegible]
(Comprehensive School 11-18 years, 1,000 on roll)
Required for September, 1980 a TEACHER of MATHEMATICS to teach to "O" level and C.S.E. level.
Applications from suitably qualified teachers, including those who would wholly qualified teachers who would be able to teach a number of C.S.E. mathematics. Well-equipped, supportive department.
Apply by letter to the Headmaster, enclosing curriculum vitae and names of two referees.

HAMPSHIRE
BROOKFIELD SCHOOL
Brook Lane Southport Green
West End, Southampton
(11 to 16 Mixed Comprehensive)
Required September PHYSICS TEACHER.
Applications from students welcomed.
Send curriculum vitae and addresses of referees to Head.

HAMPSHIRE
BALTIMORE PARK SCHOOL
Bishops Lane, Hampshire
(Comprehensive School, 11-18 years, 1,000 on roll)
Required for September, 1980 a TEACHER of MATHEMATICS.
Closing date 21st March.
Applications giving full curriculum vitae and names of two referees to the Headmaster, Mr. R. G. Allen, B.Sc., M.Ed.

HARROW
EDUCATION COMMITTEE
HARROW HIGH SCHOOL
Harrow Road, Harrow, Middx.
Required for September, 1980 a TEACHER of MATHEMATICS to teach to "O" level and C.S.E. level.
Applications from suitably qualified teachers who would be able to teach a new mathematics programme based on the Cambridge Project with the ability to use a computer. Experience in teaching Mathematics to Sixth Form would be an advantage.
Applications should be made by letter to the Headmaster.
Application forms are available from the Head Teacher.
Closing date: 14th March.

HAVERING
London Borough of
HAVERING SCHOOL
(Roll 800. Co-educational)
Hacton Lane, Romford
Telephone: Romford 4[illegible]
Further details are on display advertisement under secondary vacancies.

HAVERING
The London Borough of
HAVERING SCHOOL
Hacton Lane, Romford
Telephone: Romford 4[illegible]
Required for September, 1980, a TEACHER of MATHEMATICS to share in teaching throughout the school, including Sixth Form.
Applicants should be able to teach a number of C.S.E. mathematics.
Well-equipped, supportive department.
Apply by letter to the Headmaster, giving full curriculum vitae and the names and addresses of two referees.
Further details are on display under secondary vacancies.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
HITCHIN GIRLS' SCHOOL
Queen's School Walk, Hitchin
Group 10
(Voluntary Aided Girls)
Required for September, 1980, a TEACHER of MATHEMATICS throughout the school in a very large and successful department.
Application by letter to the Headmistress giving full details of qualifications and experience. Further information from the school. Telephone Hitchin [illegible].

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
ROYS' HIGH SCHOOL
Broadwater Road, Stevenage
Telephone: Stevenage 0438 [illegible]
Required for September, 1980, a TEACHER of MATHEMATICS.
The school requires a teacher who is willing to teach Mathematics to all abilities and levels. A level work is available for a suitably qualified teacher who is willing to manage Mathematics Project is used in lower school. Opportunity to teach Computer Studies is available to a teacher who would be able to develop the school's computing facilities.
Apply by letter to the Headmaster, giving names and addresses of two referees.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
THE MARTINS SCHOOL
Martinswell, Stevenage, Herts
Required for September, 1980, for this mixed five-form entry comprehensive school with 900 pupils 9-13 years, a MATHEMATICS TEACHER to join a strong MATHEMATICS Department and share in the teaching of the subject to children of all abilities. There is the opportunity for Advanced level work.
Further details available.
Applications may be made by letter to the Headmaster of the school giving details and the names of two referees.

HERTFORDSHIRE
HALFORD SCHOOL
Stevenage Road, Stevenage
Hertfordshire
(Mixed Secondary School)
Required for September, 1980, for this mixed five-form entry comprehensive school with 900 pupils 9-13 years, a MATHEMATICS TEACHER to join a strong MATHEMATICS Department and share in the teaching of the subject to children of all abilities. There is the opportunity for Advanced level work.
Further details available.
Applications may be made by letter to the Headmaster of the school giving details and the names of two referees.

HERTFORDSHIRE
ST. MICHAEL'S R.C. SCHOOL
Ellen Sims Lane, Oxhey, Watford
Required September, Mathematics specialist to teach throughout the School (5th form, department, where courses are well established. St. Michael's is an all ability Roman Catholic school in pleasant surroundings on outskirts of Watford. Scale 1 plus London fringe allowance. Apply to Headmistress giving details of experience and names of two referees.

HERTFORDSHIRE
WATFORD GIRLS GRAMMAR SCHOOL
Rickmansworth Road, Watford
(Roll 1,[illegible] boys 250. Application form required September, 1980 MATHEMATICIAN to share in teaching throughout the school, including Sixth Form. Good and excellent facilities for computing. Interest in Computer Studies an advantage. Scale 1 plus London fringe allowance (inner London Area). Accommodation available on edge of open country.
Apply to Headmaster giving full details of qualifications and interests together with names of two referees.

HILLINGDON
(London Borough of)
ORSENWAY SCHOOL
The Orsenway, Uxbridge
UB8 3PH
(Number on roll Boys: 48 in sixth form)
Headmaster: G. R. Firth, M.A., B.Sc.
Required for September, 1980, TEACHER (Scale 1) for MATHEMATICS to share in the teaching of mathematics throughout the school, including Sixth Form.
Applicants should be able to teach a new mathematics syllabus.
Application forms available from the Headmaster.
Closing date: 14th March. Please enclose S.A.E.

HILLINGDON
(London Borough of)
HAYES COMMUNITY SCHOOL
Wood Lane, Hayes, Hillingdon, Middlesex UB3 2HS
(number on roll 1,007—116 in sixth form)
Headmaster: J. Tollitte B.A.
Required for September, 1980, a TEACHER of MATHEMATICS (scale 1) to share in the teaching of mathematics throughout the school, including Sixth Form.
Applicants should be able to teach a number of C.S.E. mathematics.
Well-equipped, supportive department.
Apply by letter to the Headmaster, giving full curriculum vitae and the names and addresses of two referees.
Please quote reference [illegible] on envelope for reply.
Closing date: 14th March.
Please enclose S.A.E.
London Allowance Payable.

HUMBERSIDE
EDUCATION COMMITTEE
HOLDERNESS COMPREHENSIVE SCHOOL
Hedon Road, Hull HU9 5NJ
(Mixed Secondary Comprehensive School)
Required September, 1980, a TEACHER of MATHEMATICS to teach throughout the School.
Applicants should be able to teach a number of C.S.E. mathematics.
Well-equipped, supportive department.
Apply by letter to the Headmaster, giving full curriculum vitae and the names and addresses of two referees.
Further details are on display under secondary vacancies.

HUMBERSIDE
EDUCATION COMMITTEE
HOLDERNESS COMPREHENSIVE SCHOOL
Hedon Road, Hull HU9 5NJ
(Mixed Secondary Comprehensive School)
Required September, 1980, a TEACHER of MATHEMATICS to teach throughout the School.
Applicants should be able to teach a number of C.S.E. mathematics.
Well-equipped, supportive department.
Apply by letter to the Headmaster, giving full curriculum vitae and the names and addresses of two referees.
Further details are on display under secondary vacancies.

KINGSTON upon Thames
(Royal Borough of)
TIFFIN SCHOOL
Queens Road
Kingston upon Thames, Surrey, KT2 7SH
(Voluntary Controlled Boys' Grammar School, 1,000 on roll)
Required September, 1980, a Mathematics Specialist to teach throughout the School (Scale 1).
Applicants should be able to teach a scheme from the full range and ability range of this school (co-educational Comprehensive) to examinations at "O" level and C.S.E. level and be able to contribute to the life of the school and to the school's extra curricular activities.
Further details, including the Headmaster's address to whom applications should be sent, are available on request.
Closing date: March 14th.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
HIGHSTEAD SCHOOL
Bexley
(Co-educational, 2,100 boys and girls, 11-18 years)
Teacher required in September, 1980, to teach MATHEMATICS to the Upper Sixth.
Applicants are sought who will be able to contribute to school and maintain the school's strong and successful opportunity for development in the profession. Attractive accommodation.
Letters of application with names of two referees to be forwarded to the Headmaster.

CANTERBURY DIVISION
SPRING GROVE SCHOOL
Spring Grove, Canterbury
(Mixed Secondary School)
Required for September 1980 a TEACHER of MATHEMATICS to "O" level and "A" level, but an enthusiastic newly qualified teacher would be considered.
The school has a good range and facilities are available for a suitably qualified teacher.
Apply to the Headmaster.

LONDON
LATYMER UPPER SCHOOL
King Street, London W6 9JT
(Direct Grant Boys' Grammar School, 1,100 boys)
Required for September, 1980, a TEACHER of MATHEMATICS to teach Mathematics to all levels.
Letter from Bursar giving full details of the School's Mathematics Department and stating the number of years teaching experience.
Salary London Burnham Scale 1 + approximately £2 per annum.
Applicants should be able to contribute to the life of the school.
Apply by letter to the Headmaster, enclosing curriculum vitae and names of referees.

MERTON
(London Borough of)
SACRED HEART SCHOOL
Worfold Road, Merton, SW4 6DU
Headmaster: Mr. J. P. Kelly, M.Ed.
Telephone: 01-648 4[illegible]
(Age range 11-18 years. No. on roll 750)
Required September, 1980, a TEACHER of MATHEMATICS to share in the teaching throughout the department to teach to "O" level and C.S.E. Ability to teach appropriate to the school's Sixth Form.
Salary Burnham Scale 1 plus London Allowance (up to £300 per annum). Travel expenses up to £300 per annum may be allowed.
Applicants should be able to be considered where appropriate for a London Allowance.
Apply by letter for application forms and full details.
Closing Date: 14th March.

NEWHAM
(London Borough of)
PLASHET SCHOOL
Plashet Grove, Upton Park, London E6 1AA
Headmistress: Miss J. A. Nicholson
Deputy Headteacher: J. A. Nicholson
Number on roll: 1,[illegible]
TEACHER of MATHEMATICS
Scale 1
Required September, 1980, a TEACHER of MATHEMATICS.
The person selected will be expected to share in the teaching of mathematics throughout the school, including Sixth Form.
London Allowance £527 per annum.
Social Priority Allowance £[illegible] per annum.
Applicants should be able to teach a number of C.S.E. mathematics.
Well-equipped, supportive department.
Apply by letter to the Headmaster, giving full curriculum vitae and the names of two referees.

NEWHAM
(London Borough of)
PLASHET SCHOOL
Plashet Grove, Upton Park, London E6 1AA
Headmistress: Miss J. A. Nicholson
Deputy Headteacher: J. A. Nicholson
Number on roll: 1,[illegible]
TEACHER of MATHEMATICS
Scale 1
Required September, 1980, a TEACHER of MATHEMATICS.
The person selected will be expected to share in the teaching of mathematics throughout the school, including Sixth Form.
London Allowance £527 per annum.
Social Priority Allowance £[illegible] per annum.
Applicants should be able to teach a number of C.S.E. mathematics.
Well-equipped, supportive department.
Apply by letter to the Headmaster, giving full curriculum vitae and the names of two referees.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
NEATISHEAD HIGH SCHOOL
Neatishead, Nr. Wroxham
Norfolk NR12 8AD
(Mixed Secondary School, 11-18 years, 1,100 on roll)
Required September, 1980, a TEACHER of MATHEMATICS to teach throughout the School, including Sixth Form.
Applicants should be able to teach a number of C.S.E. mathematics.
Well-equipped, supportive department.
Apply by letter to the Headmaster, giving full curriculum vitae and the names and addresses of two referees.
Further details are on display under secondary vacancies.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
NEATISHEAD HIGH SCHOOL
Neatishead, Nr. Wroxham
Norfolk NR12 8AD
(Mixed Secondary School, 11-18 years, 1,100 on roll)
Required September, 1980, a TEACHER of MATHEMATICS to teach throughout the School, including Sixth Form.
Applicants should be able to teach a number of C.S.E. mathematics.
Well-equipped, supportive department.
Apply by letter to the Headmaster, giving full curriculum vitae and the names and addresses of two referees.
Further details are on display under secondary vacancies.

SUFFOLK
COUNTY COUNCIL
[illegible]

SECONDARY
Mathematics
Scale 1 Posts
continued

NORTH YORKSHIRE
COUNTY COUNCIL
[illegible] SCHOOL, KING JAMES'S SCHOOL
Knaresborough
Harrogate Road,
(Co-educational Comprehensive: 11-16 years, 1,100 on roll)
Required September, 1980: MATHEMATICS SPECIALIST to teach throughout the school, including Sixth Form. Senior examiners for "O" level and CSE. Scale 1 post for suitably qualified candidate. Experienced, work could be developed. Ability to teach computer studies would be an advantage.
Applications forms (foolscap S.A.E.) from the Headmaster.
Closing date: 14th March, 1980.

OXFORDSHIRE
COUNTY COUNCIL
[illegible] SCHOOL
Bicester Road, Middleton Cheney
(Mixed Secondary School)
Required for September 1980: a TEACHER of MATHEMATICS, Scale 1.
Teaching work will be largely generic department across the full age and ability range of this school (co-educational Comprehensive) to examinations at "O" level and C.S.E. level and to assist in the development of the school's extra curricular activities.
Particular contributions to the school, which has a lively, successful and developing Sixth Form, details and forms from Head Teacher (S.A.E.) to whom they should be returned as soon as possible.

SONYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
[illegible] HIGH SCHOOL
Richmond Road, [illegible]
(Mixed 11-18 Comprehensive)
Required September, 1980, ASSISTANT TEACHER of MATHEMATICS to teach to "O" and C.S.E. levels. Ability and experience over-[illegible] an advantage.
Salary Burnham Scale 1 [illegible]
Applications forms and further details from the Headmaster.
Closing date: 14th March.

RICHMOND UPON THAMES
(London Borough of)
[illegible] SCHOOL
Richmond, Surrey
(11-16 Comprehensive)
Beaufort Road, Kingston
Telephone: [illegible]
Required September, 1980, TEACHER of MATHEMATICS to teach to "O" level and C.S.E. (Ability to teach Mathematics to "A" level an advantage).
Salary Burnham Scale 1 + London Allowance.
Applications forms and further details from the Headmaster, to whom they should be returned within 14 days of the date of this advertisement.

RICHMOND-upon-THAMES
(London Borough of)
[illegible] SCHOOL
Richmond, Surrey
(11 to 16 comprehensive; 300 mixed)
Applications are invited for the post of Co-ordinator of Mathematics.
Letter for September, 1980 to teach Mathematics to all levels.
Salary Burnham Scale 1 + responsibility allowance.
Applicants should be able to contribute to the life of the school and to the extra curricular activities.
Application forms and further details available from the Headmaster.
Closing date: 14th March.

SANDWELL
(Metropolitan Borough of)
BRITANNIA HILL SCHOOL
Britannia Hill, Oldbury
Required immediately:
MATHEMATICS, Scale 1
Letters of application, stating the name and address of referee to Head Teacher, Orchard Road, Langley, Oldbury, West Midlands.

CITY OF WAKEFIELD
METROPOLITAN DISTRICT
NORTH OSSETT HIGH
(11 to 18, 1,330 on roll)
Required to join a strong Mathematics Department:
MATHEMATICS TEACHER for WAKEFIELD THORNES HOUSE (13 to 18) SCHOOL
(Becoming (3 to 18) form entry)
Required from September, 1980, a TEACHER of MATHEMATICS, Scale 1.
Teaching work will be largely generic department across the full age and ability range of this school (co-educational Comprehensive) to examinations at "O" level and C.S.E. level and to assist in the development of the school's extra curricular activities.
Particular contributions to the school, which has a lively, successful and developing Sixth Form, details and forms from Head Teacher (S.A.E.) to whom they should be returned as soon as possible.

WEST SUSSEX
SOUTHERN AREA
DURRINGTON HIGH SCHOOL
Durrington, Worthing
This well-established 11 to 16 Co-educational Comprehensive School on roll requires for September, 1980, a TEACHER of MATHEMATICS to join a strongly united department.
Salary Burnham Scale 1 + London Allowance.
Applicants should be able to teach a responsible to experience.
Teaching Mathematics to all levels.
Applicants should be able to contribute to the life of the school and to the extra curricular activities.
Application forms available from the Director of Education, Tower Street, Chichester, Sussex.
Closing date: 14th March.

DORSET
HENRY HARBIN
BROADSTONE SCHOOL
Wimborne Road, Poole
(Mixed Comprehensive, ages 13-19, number on roll 1,[illegible])
Required September, 1980:
HEAD OF FRENCH DEPARTMENT, Scale 2 post, suitably teaching to G.C.E. "O" level and to continue established courses.
Assistance with local and removal expenses.
Forms and further details from Headmaster on receipt of stamped addressed envelope.

HAMPSHIRE
ST. VINCENT SCHOOL
Mill Lane, Gosport
(Mixed Comprehensive—1,[illegible] on roll)
Required September, 1980:
HEAD OF MODERN LANGUAGES, Scale 2 post.
Applicants should be able to teach German and French.
Send curriculum vitae, names of referees and S.A.E. to [illegible]

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD SCHOOL FOR GIRLS
HIGHWORTH SCHOOL
Queen Street, Ashford, Kent
An Upper School of 600, admitting girls at 13 years on the guided parental choice and following the more academic courses to "A" level.
Required in September, 1980 a TEACHER of MODERN LANGUAGES, Scale 1.
This is a strong department in the school. French is the main course offered, but a knowledge of Spanish is also taught to Ordinary Level and Advanced Level.
The Head of Department starts a teaching limited to French and Spanish, but this will "Spanish would be an advantage. A familiarity with the Audio-Visual equipment and a foreign assistant is available to the teacher for each language.
Apply in writing to the Headmistress, giving full details of qualifications and/or names and addresses of referees.

SURREY
EDUCATION COMMITTEE
ROBERT JANSON CE (VC) SCHOOL
Hatchford Park
Blackwell, Camberley
HEAD of COMMUNICATIONS, Scale 2 post, suitably qualified and experienced teacher to take a responsible part in the development of modern languages and English. Job specification available on request.
Applications should be made by letter, giving full details of qualifications and experience, to the Headmaster.
Closing date: 14th March, 1980.

SURREY
EDUCATION COMMITTEE
BENTLEY HEATH SCHOOL
Broad Street, Bletchingley
Nr. Redhill, Surrey RH1 3QD
(Mixed Secondary School)
Required September, 1980:
HEAD OF MODERN LANGUAGES DEPARTMENT, Scale 2. The department consists of six French speaking teachers. Large numbers of pupils take French to "O" level and C.S.E. and "O" and "A" level.
S.A.E. Applicants with numerous qualifications and forms and disturbance allowance may be considered.
Brochure for application forms (envelope S.A.E.). Should be sent

SECONDARY
Scale 1 Posts
continued

BURY
(Metropolitan Borough of)
BURY HIGH SCHOOL
Bolton Road, Ramsbottom
Ramsbottom, BL0 9HF
Number on roll 1,170
Required for April or September, 1980
(Scale 1 Posts)
FRENCH and RUSSIAN to teach throughout the school including 6th form level.
A sole post is available to an experienced teacher able to take charge of Russian but those wishing a first post should not be deterred from applying. The school, formerly a Grammar School for Girls, took a mixed comprehensive intake at 11-plus level for September and became an 11-18 mixed comprehensive school of 950.
Application forms and further details obtainable from and returnable to the Head Teacher by 10th March, 1980.

CALDEROALE
METROPOLITAN BOROUGH
EDUCATION DEPARTMENT
BIRKENSHAW GIRLS' GRAMMAR SCHOOL
Scale 1 posts
Hallas Road, Birkenshaw.
TEACHER of FRENCH (Scale 1).
Required for September, 1980, at this 11-18 girls grammar school, a graduate is sought in the teaching of French, ability to teach German and O level.
Please state second subject.
Return of form (preferably by post) to reach the Head Teacher by 14 March, 1980, giving names and addresses of two referees.

CORNWALL
TRURO/HAYLE COMMITTEE
There is a scheme for Removal Expenses.
RICHARD LANDER SCHOOL
Tregolls Road, Truro TR1 3LF
Scale Nov 1
Number on roll 1,270
Sixth form of 140
Required for September 1980
MODERN LANGUAGES (Scale 1).
Required for September, 1980, a qualified TEACHER of FRENCH. Also to be able to offer some French. Both subjects will be available at O.S.L., A.S.L., O level.
Applicants are asked to submit a full letter of application in the first instance giving details of extra-curricular interests and other qualifications.
Closing date for receipt of applications by letter two weeks from the appearance of this advertisement.

DERBYSHIRE
EDUCATION COMMITTEE
CHELLASTON SCHOOL
Derby Road, Chellaston
Derby DE7 1UA
Required for September, 1980, or GRADUATE, Scale 1, to share in the teaching of FRENCH in this developing comprehensive school. There should be an opportunity for an interest in audio-visual methods in language and the ability to teach German should be an advantage.
Please send a letter giving details to the Headmaster, giving curriculum vitae and the names and addresses of two referees, from whom further details may be obtained upon receipt of a stamped addressed envelope.

EAST SUSSEX
COUNTY COUNCIL
WILLIAM PARKER SCHOOL
Parkland Road, Hastings TN34 2NB
(1,300 boys on roll)
Headmaster: H. Honshaw O.A.
Required September, 1980—Scale 1
ASSISTANT TEACHER to share the teaching of GERMAN throughout the school to A/O level and Open Scholarship level. The school was formed by the merging of the Grammar School and Hastings Secondary School for Boys and will move in September, 1980, to a new site in September 1980.
Letters of application with the names of two referees should be forwarded to the Headmaster at the school within 10 days of the appearance of this advertisement.

ENFIELD
(London Borough of)
HUDSON'S SCHOOL
Hoddesdon Lane, Enfield
Nor. No. 1, Lea Valley TE3C6B
Mixed Comprehensive
Roll 870
Required for April, 1980, TEACHER of FRENCH (Scale 1) to join a successful and developing Modern Languages Department with young, enthusiastic, hard-working staff and an excellent resources.
Applications (forms stamped addressed envelope) giving details of age, experience and the course which they would be referred within 14 days of the appearance of this advertisement. Potential applicants are welcome to visit the school by prior arrangement.
FOR GIRLS
Dalkeith Road, London N15 5TY
(Voluntary Aided Upper Girls' Comprehensive. Age range 14-19. Roll 840)
Required for Easter or September, 1980, a Graduate TEACHER of MODERN LANGUAGES (French and German) to join a flourishing Lycee and A level course are well established. An interest in European studies would be a further recommendation. The successful candidate will share of the duties of the present holder.
Applications (with full curriculum vitae and the names and addresses of two referees) to the Headmistress.

ESSEX
ST. HELENA SCHOOL
Bannen Road, Colchester
Telephone: Colchester 72265
Nor. 1 Co-ed Comprehensive
(Scale 1) Sept. 1980
Required September, Teacher of French and English to supplement existing staff in this 11-18 comprehensive
Please send CV, Cert. and names of referees to Head Teacher (Roslyn Dale, Esq.) Closing date 14 March.

HAVERING
(London Borough of)
HAVERING SIXTH FORM SCHOOL
Abbey Drive, Hornchurch, RM12 4HY
Required September, 1980, a TEACHER of GERMAN, Scale 1.
Applicants for FRENCH may be considered.
For further details of the above two posts in Sixth Form Colleges, Head of Modern Languages.

HERTFORDSHIRE
COUNTY COUNCIL
MOUNT GRACE SCHOOL
Cloth Hall Road, Potters Bar
TEACHER (Scale 1) required for September to teach FRENCH and latin in this mixed, 11 to 18, well established school in delightful surroundings close to London.
Please apply by Monday, 10th March, to the Headmaster at the school, giving the names of two referees.

HERTFORDSHIRE
COUNTY COUNCIL
HITCHIN BOYS' SCHOOL
Hitchin, Hertfordshire
Grammar School
All Boys, 11 to the Sixth Form
900 boys. Entry September, 1980
Required for September, 1980
TEACHER of FRENCH, LATIN to GRADUATE.
A teacher with a good degree with some teaching experience, able to cope with another subject, would be an advantage. The post is a scale 1 post but there is a suitably experienced female tutor to the Head, mainly with junior classes. Opportunities for a further promotion from the school. Telephone Hitchin 51351.

HERTFORDSHIRE
COUNTY COUNCIL
SEVENOAKS DIVISION
THE HARWELL SCHOOL
Harwell, Stevenage, Hertfordshire.
Required for September 1980 for this mixed 3-form entry comprehensive school with 800 pupils on roll, a well-qualified TEACHER for FRENCH to teach the subject in middle 3 years and abilities with some sixth form work if required. Strong Language Department with a curriculum that includes French as a core subject with German, Spanish and Latin as options.
Apply by letter to the Headmaster of the school giving relevant details and the names of two referees. Further details on request. Removal Expenses may be paid.

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
VERULAM COMPREHENSIVE SCHOOL
Lonsdale Road, St. Albans, Herts
High Grade, St. Albans, Herts
Required for September, well-qualified TEACHER for GERMAN to teach German throughout the school, preferably French in another subject, preferably French.
This is a 11-18 mixed comprehensive of 1,000 pupils with a purpose-built accommodation.
Apply by letter to the Head with names of recent testimonials and giving names of referees.

HILLINGDON
(London Borough of)
QUEENSMEAD SCHOOL
Queens Way, Hayes
Nor. of pupils 1,042 Rll 1,170
ING. on roll 1,000, 50 in Sixth Form
Headmaster: A. H. Dilling, B.A.
Required April, 1980
A TEACHER of MODERN LANGUAGES, primarily this appointment will be for one term only, and applicants should be able to teach French or French with German.
There is a slight possibility of a permanent post being available for September, 1980.
Please apply in the first instance by letter to the Head of the School, stating the names and addresses of two referees.
London Allowance payable.

HILLINGDON
(London Borough of)
HAYES MANOR SCHOOL
Wood End Street Road, Hayes, Middlesex UB3 2HS
(Nor. on roll 1,267, 116 in Sixth form)
Headmaster: A. Jolliffe, B.A.
Required for September, 1980
A TEACHER of GERMAN and FRENCH (Scale 1) to share in the teaching of Modern Languages Department.
Applications (forms stamped addressed envelope) giving details of age, experience and the course which they would be referred within 14 days of this advertisement (B.A.E. please).

EAST SUSSEX
COUNTY COUNCIL
WILLIAM PARKER SCHOOL
Parkland Road, Hastings TN34 2NB
(1,300 boys on roll)
Headmaster: H. Honshaw O.A.
Required September, 1980—Scale 1
ASSISTANT TEACHER to share the teaching of GERMAN throughout the school to A/O level and Open Scholarship level. The school was formed by the merging of the Grammar School and Hastings Secondary School for Boys and will move in September, 1980, to a new site in September 1980.
Letters of application with the names of two referees should be forwarded to the Headmaster at the school within 10 days of the appearance of this advertisement.

ENFIELD
(London Borough of)
HUDSON'S SCHOOL
Hoddesdon Lane, Enfield
Nor. No. 1, Lea Valley TE3C6B
Mixed Comprehensive
Roll 870
Required for April, 1980, TEACHER of FRENCH (Scale 1) to join a successful and developing Modern Languages Department with young, enthusiastic, hard-working staff and an excellent resources.
Applications (forms stamped addressed envelope) giving details of age, experience and the course which they would be referred within 14 days of this advertisement. Potential applicants are welcome to visit the school by prior arrangement.

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
VERULAM COMPREHENSIVE SCHOOL
Lonsdale Road, St. Albans, Herts
High Grade, St. Albans, Herts
Required for September, well-qualified TEACHER for GERMAN to teach German throughout the school, preferably French in another subject, preferably French.
This is a 11-18 mixed comprehensive of 1,000 pupils with a purpose-built accommodation.
Apply by letter to the Head with names of recent testimonials and giving names of referees.

HILLINGDON
(London Borough of)
QUEENSMEAD SCHOOL
Queens Way, Hayes
Nor. of pupils 1,042 Rll 1,170
ING. on roll 1,000, 50 in Sixth Form
Headmaster: A. H. Dilling, B.A.
Required April, 1980
A TEACHER of MODERN LANGUAGES, primarily this appointment will be for one term only, and applicants should be able to teach French or French with German.
There is a slight possibility of a permanent post being available for September, 1980.
Please apply in the first instance by letter to the Head of the School, stating the names and addresses of two referees.
London Allowance payable.

KINGSTON upon Thames
(Royal Borough of)
TIFFIN SCHOOL
Queen Elizabeth Road, Kingston upon Thames, Surrey KT2 6RL
(A Voluntary Controlled Grammar School of 850 boys, 275 in the Sixth Form)
Required for September, 1980, a well-qualified TEACHER of GERMAN to teach FRENCH throughout the School including a share of work in the Sixth Form to GCE and A level.
Some subsidiary teaching subject offered. Willingness to assist with coaching games, or school library desirable.
Scale 1, plus London Allowance.
Applications immediately to the Headmaster, giving details of age, qualifications, experience and names of referees.

NORTH YORKSHIRE
COUNTY COUNCIL
MIDDLESBROUGH HIGH SCHOOL
Garden Lane, Blackburn-in-Sleat
Leeds
This is a purpose built 7/8 form entry 11-18 comprehensive school with 1,200 pupils.
Required for September, 1980
A SENIOR ASSISTANT TEACHER (Scale 1) to teach French throughout the school up to and including the sixth form.
Application by letter to the Headmaster of the school giving full relevant details and including the names and addresses of two referees.

OXFORDSHIRE
COUNTY COUNCIL
Chandlings Lane, Eynsham, Oxfordshire
(1,120 boys and girls in the Sixth Form)
Required September, 1980
A TEACHER of FRENCH (Scale 1) to share in the teaching of French in the Sixth Form.
Applicants should be able to offer German and Latin.
Apply by letter to the Headmaster giving full relevant details and the names and addresses of two referees.

OXFORDSHIRE
BUTFORD SCHOOL
Eynsham, Road, Bufford
Witney, Oxfordshire
Required for 1st September, 1980
A TEACHER of FRENCH (Scale 1)
Apply to the Headmaster, giving full curriculum vitae and names of referees to Head Teacher (Roslyn Dale, Esq.).

OXFORDSHIRE
CHESTERTON SCHOOL
Archery Road, Middleton Cheney
Banbury, Oxfordshire
Required for September, 1980, an experienced TEACHER of FRENCH and GERMAN to share responsibility for the development of French in this new, 11-18 comprehensive school, formed by the amalgamation of two secondary modern schools, which opened in 1979 and will be scheduled to become an 11-18 comprehensive school of 1,250 plus places.
Extra-curricular contribution to the new school, which has a lively enthusiastic staff, will be welcomed.
French is the only modern language and German is one, from which to choose, may be available for a suitable candidate.
Further details and forms from the Headmaster (B.A.E.) to whom applications should be addressed.

SHROPSHIRE
BIRNSTAN TAMSHIRE
THE WREKIN SCHOOL
LADBROKE HOUSE
Abbey Foregate, Shrewsbury
Nor. 1 DA
Required September 1980, a TEACHER of MODERN LANGUAGES (German and French).
Temporary post for one year (Scale 1).
Applications to the Headmaster, letters only, naming two referees.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
HOLMCROFT COMPREHENSIVE
HARTSHILL
Stoke-on-Trent
Telephone: Stoke 635101
Comprehensive (Scale 1) 0-19
Number on roll 840 (mixed)
Required for September, 1980, a TEACHER of FRENCH, Scale 1 (11 to 17 age range school). The post is expected to become available for September, 1980, and the successful candidate will be required to teach French throughout the school, including the sixth form.
Application forms obtainable from and returnable to the Head Master of the above school.

STAFFORDSHIRE
COUNTY COUNCIL
NORTHERN AREA
BURNWOOD COMPREHENSIVE
BURNWOOD
Telephone: Stoke 635101
Comprehensive (Scale 1) 0-19
Number on roll 1,000
Required for September, 1980, a TEACHER of FRENCH, Scale 1 (11 to 17 age range school). The post is expected to become available for September, 1980, and the successful candidate will be required to teach French throughout the school, including the sixth form.
Application forms obtainable from and returnable to the Head Master of the above school.

SUFFOLK
COUNTY COUNCIL
COMMUNITY HIGH SCHOOL
Near Sudbury
Mixed comprehensive 13-18 ; 1,000 on roll
Required for September, 1980, TEACHERS of FRENCH (Scale 1) in a small Modern Languages department offering courses to O, O + A and A level in French, German and Spanish. Opportunities for teaching the subsidiary subjects of Spanish and/or German available.
Great Cornard is within easy travelling distance of Colchester and Ipswich.
Further details and application forms obtainable (stamped addressed envelope) from the Headmaster, Great Cornard Upper School, Great Cornard, Sudbury, Suffolk. CO10 0JR.

SUFFOLK
COUNTY COUNCIL
WESTBOURNE HIGH SCHOOL
(11 to 18 mixed, full 1,520 plus)
Marlow Road, Ipswich
Head Master: W. Horsfield, M.A., B.Sc. (Econ.)
Required for September, 1980, TEACHER of MODERN LANGUAGES (Scale 1) to share in the teaching of FRENCH with SPANISH and/or GERMAN. There will be an opportunity to teach to all levels up to university entrance, to become part of an enthusiastic team, and to share in the development of this term's work. The department is nearly fully equipped with audio-visual aids.
Application forms obtainable from and returnable to the Head Master of the above school.

SURREY
ST. BEDE'S SCHOOL
Clifton Road, Redhill
Surrey RH1 3DD
Telephone Redhill 67780
12-18 Mixed Comprehensive School 1,100 on Roll
Required for September, 1980, Scale 1 2.
A TEACHER SPECIALIST to teach French to O level and Latin to O level.
Duties to start Headmistress (S.A.E. please).

SUFFOLK
COUNTY COUNCIL
CONGAT GRAMMAR UPPER SCHOOL
Near Sudbury
Mixed comprehensive 13-18 ; 1,000 on roll
Required for September, 1980, TEACHERS of FRENCH (Scale 1) in a small Modern Languages department offering courses to O, O + A and A level in French, German and Spanish. Opportunities for teaching the subsidiary subjects of Spanish and/or German available.
Great Cornard is within easy travelling distance of Colchester and Ipswich.
Further details and application forms obtainable (stamped addressed envelope) from the Headmaster, Congat Grammar School, Great Cornard, Sudbury, Suffolk. CO10 0JR.

SUFFOLK
COUNTY COUNCIL
WESTBOURNE HIGH SCHOOL
(11 to 18 mixed, full 1,520 plus)
Marlow Road, Ipswich
Head Master: W. Horsfield, M.A., B.Sc. (Econ.)
Required for September, 1980, TEACHER of MODERN LANGUAGES (Scale 1) to share in the teaching of FRENCH with SPANISH and/or GERMAN. There will be an opportunity to teach to all levels up to university entrance, to become part of an enthusiastic team, and to share in the development of this term's work. The department is nearly fully equipped with audio-visual aids.
Application forms obtainable from and returnable to the Head Master of the above school.

WILTSHIRE
COUNTY COUNCIL
HIGHWORTH COMPREHENSIVE SCHOOL
Shrivenham Road, Highworth
near Swindon, Wiltshire
(Number on roll 840 mixed)
Required for September, 1980, a TEACHER of FRENCH, Scale 1 (11 to 17 age range school). The post is expected to become available for September, 1980, and the successful candidate will be required to teach French throughout the school, including the sixth form.
Application forms obtainable from and returnable to the Head Master of the above school.

WEST SUSSEX
SOUTHERN AREA
THE ANGMERING SCHOOL
Church Road, Angmering
Littlehampton
Required for September, TEACHER of FRENCH. This is a mixed 11-18 Comprehensive School with 1,300 pupils.
Scale 1 MUSIC TEACHER introduced in September, 1980. Scale 2 MUSIC TEACHER introduced in September, 1979.
Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.

WORCESTER
Worcestershire College
Worcester
Telephone: Worcester 29351
Required for September, 1980, a TEACHER of FRENCH to share in the teaching of French in the Sixth Form. Ability to teach German would be an advantage.
Applicants should be able to teach up to A level and including the Advanced Supplementary level.
Apply by letter to the Headmaster of the College giving full relevant details and including the names and addresses of two referees.

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
Malvern
Required for September, 1980, a TEACHER of FRENCH to share in the teaching of French throughout the school.
Applicants should be able to teach up to A level and including the Advanced Supplementary level.
Apply by letter to the Headmaster of the College giving full relevant details and including the names and addresses of two referees.

Music
Heads of Department

BARNET
(London Borough of)
BARNET HIGH SCHOOL
Queen Street, N. Finchley, N.12
EN2 6QE
Nor. 1 P.R. Roll 630 Girls
Sixth Form 140
Required September, 1980, HEAD of MUSIC DEPARTMENT, Scale 2 (P.R.) according to qualifications and experience.
Approved class teaching duties given by way of temporary promotion. There will be an opportunity for leadership of a choir, orchestra and separate advanced group.
Further details and forms from the Headmaster (S.A.E.) to whom applications should be addressed.

BERKSHIRE
LITTLE HEATH SCHOOL
Little Heath Road, Tilehurst, Reading
(Roll 1,275)
HEAD of MUSIC (Scale 2)
Required for September, 1980, an enthusiastic teacher to lead the Music Department consisting of one other full-time member of staff and one part-time instrumental teacher. The school has flourishing choirs and a very active and a developing musical tradition.
Details and application form from the Headmaster. Closing date 14th March.

BRIGHTON
VAINOLDAN HIGH SCHOOL
Saltdean Road
Brighton
(formerly a 12 to 16 girls' Comprehensive School, now in process of becoming mixed)
Required for September, 1980, HEAD of MUSIC, Scale 3. Responsibility and incentive allowance grant scheme in approved cases.
Application forms from and for return to the Headmistress by 14th March, 1980.

BUCKINGHAMSHIRE
OLNEY SCHOOL
Olney
Required September, 1980, a TEACHER of MUSIC to share in the teaching of music throughout the school.
Applicants should be able to teach music in accordance with the school's curriculum and be able to take charge of one other full-time member of staff and one part-time instrumental teacher. The school has flourishing choirs and a very active and developing musical tradition.
Details and application form from the Headmaster. Closing date 14th March.

BRIGHTON
VAINOLDAN HIGH SCHOOL
Saltdean Road
Brighton
(formerly a 12 to 16 girls' Comprehensive School, now in process of becoming mixed)
Required for September, 1980, HEAD of MUSIC, Scale 3. Responsibility and incentive allowance grant scheme in approved cases.
Application forms from and for return to the Headmistress by 14th March, 1980.

BUCKINGHAMSHIRE
AYLESBURY VALE
AYLESBURY GRAMMAR SCHOOL
Walton Road, Aylesbury
Headmaster: K. D. Smith, MA
(1,035 boys)
Required from April, temporary TEACHER as HEAD of MUSIC for one year (maternity). This is a promotion of Head of Department on Schoolmaster Timescale, Sixth form work and a responsibility allowance available for appropriate candidates. A qualified teacher without experience will not be considered for this vacancy.
Apply direct to Headmaster, giving names of two referees.

MERTFOROSHIRE
COUNTY COUNCIL
ST ALBANS DIVISION
NICHOLAS BRAKSPEAR RC SCHOOL
Cotlery Heath Lane, St Albans
Five Fe. All ability. 800 pupils
HEAD of MUSIC, Scale 2/3, required September
Application form from the Headmaster.
Please enclose SAE.

HILLINGDON
(London Borough of)
EVELYNS SCHOOL
Appledore Avenue, Hayes
West Drayton, Uxbridge
(Number on roll 1,013, 82 in Sixth Form)
Headmaster, K. B. R. Bryant
Required for September, 1980, HEAD of MUSIC (Scale 2) to take charge of the non-specialist Music department. The successful candidate will be required to develop the music throughout the school as a whole as well as developing a flourishing choir. Some of pupils receive instrumental tuition and a small group and a choir have been formed. There is a music suite comprising a music room, practice rooms and a sound proof recording studio.
Please apply in the first instance by letter to the Headmaster with names and addresses of two referees.
London Allowance payable.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
BROWNHILLS HIGH SCHOOL
Brownhills, Walsall, WS8 6AU
Stoke-on-Trent ST6 4LG
Group D
Age range 12-16 years
Number on roll 544
HEAD of MUSIC required (Scale 2) to develop music throughout the school and to prepare candidates for examination level.
The department has excellent accommodation.
Forms of application and further details are obtainable on receipt of a foolscap stamped addressed envelope from the Head Teacher of the school at whom completed forms should be returned not later than 14th March, 1980.

SURREY
EDUCATION COMMITTEE
SUNOUNY CO. SECONDARY
Mixed 11-18 Number on roll 673
HEAD of MUSIC required for September, 1980 (Scale 2 or 3).
Apply to the Head, Tel : Sunbury 84266.

Other Posts on Scale 2 and above

HILLINGDON
(London Borough of)
'DELLO TEACHER, Scale 1 post available for an experienced teacher to teach Music throughout the school, including the sixth form. Ability to teach another subject would be an advantage. The successful candidate will share responsibility for the development of Music throughout the school. Opportunities for a music course, including the Music Technology course, and for extra-curricular activities. Applications (forms stamped addressed envelope) giving details of age, experience and the course which they would be referred within 14 days of this advertisement (B.A.E. please).

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
MANSFIELD HIGH SCHOOL
Mansfield
Required September, 1980, HEAD of MUSIC (Scale 2) to lead the music department in this 11-18 comprehensive school. Applicants should be able to teach up to examination level. Opportunity for instrumental tuition and a small group and a choir have been formed. There is a music suite comprising a music room, practice rooms and a sound proof recording studio.
Please apply in the first instance by letter to the Headmaster with names and addresses of two referees.
London Allowance payable.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
HIGH PEAK JUNIOR SCHOOL
Nottingham
Required September, 1980, Scale 2 MUSIC TEACHER interested in developing music throughout the school, with a colleague and a newly appointed teacher.
Applications (forms) to the Headmaster with names and two referees, as soon as possible.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
Applications are invited from suitably qualified TEACHERS for the following post :
THE SCHOOL OF VOLUNTARY AIDED, R.C. COMPREHENSIVE SCHOOL
Beechdale Road, Aspley,
Nottingham NG8 3EZ
Head, Mr. A. Murphy, O.A.
Mixed 1,750 (11-18)
For September, 1980, TEACHER (Scale 2) preferably Catholic to take charge of Music. Familiarity with and interest in the Church's liturgy a distinct advantage.
Applications (on forms) to the Headmaster with names and two referees, as soon as possible.

LINCOLNSHIRE
DE ASTON SCHOOL
Market Rasen, Lincs LN8 3RP
(Mixed 11-18 Comprehensive)
ASSISTANT TEACHER of MUSIC required to join staff, September, 1980. Scale 1/2 (Comprehensive Scale). This post offers a challenging opportunity for the successful candidate to develop music throughout the school. Applicants should be competent pianists and able to help with some choral work.
The department has the services of the team of peripatetic teachers for instrumental work. Pre-application visits at the school would be most welcomed. Application form and further details from the Headmaster (S.A.E.).

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post :
THE SCHOOL OF VOLUNTARY AIDED, R.C. COMPREHENSIVE SCHOOL
Beechdale Road, Aspley,
Nottingham NG8 3EZ
Head, Mr. A. Murphy, O.A.
Mixed 1,750 (11-18)
For September, 1980, TEACHER (Scale 2) preferably Catholic to take charge of Music. Familiarity with and interest in the Church's liturgy a distinct advantage.
Applications (on forms) to the Headmaster with names and two referees, as soon as possible.

Scale 1 Posts

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
LUSH SCHOOL
Middleton Cheney
(Mixed Comprehensive)
Roll 1,340 on roll
Required for September, 1980, a TEACHER of MUSIC to share in the teaching of music throughout the whole 12 to 18 age range, including training and conducting choirs, bands and Jazz Ensembles. The ability to teach English to lower school pupils will be an advantage. Scale 1 post.
The Milton Keynes Development Corporation is making houses for key workers in this area. Subject to the County Council's regulations generous relocation expenses and board and lodging allowances are available.
Application forms obtainable from the Head, Mr. R. J. Bradshaw, B.A., Lush School, Farm Croft, Middleton Cheney Nr. Banbury, Oxon, on receipt of a stamped addressed foolscap envelope.

CROYDON
(London Borough of)
COLONNA COMMUNITY H.C.
Upper Shirley Road,
Croydon, CR0 5AB
Telephone: 01-681 3230
Tenable: 1st September, 1980
Music SPECIALIST required to join a well-established and flourishing music department. Music is taught as a subject to O level; extra-curricular activities include many choirs, broadcasts and concerts, which are by the School Choir (300 members), string orchestra, instrumental ensemble, and three are 11 visiting teachers. The school has a large and well-equipped music suite. There will be a chance for some teaching.
Previous experience with the blind valuable but not essential.
Apply to the Headmaster, giving the names of two referees.

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
Malvern
Required for September, 1980, a TEACHER of MUSIC to share in the teaching of Music throughout the school.
Applicants should be able to teach up to A level and including the Advanced Supplementary level.
Apply by letter to the Headmaster of the College giving full relevant details and including the names and addresses of two referees.

Pastoral
Heads of Depart

LONDON SW11
BETRAMS INCE SCHOOL
Akiles Road, Lombard Road
All Ability Girls Mixed Comprehensive
Roll 1,000
Required September, 1980, a TEACHER of HOME ECONOMICS to share in the pastoral work with a Senior Mistress.
For further details write to the Headmistress, Betrams Ince School, High Street, Battersea, SW11 3RG.
Applications in the form of a curriculum vitae supported by a letter of application giving relevant details to be sent to the Headmistress.
Applications should also be referred to Miss J. Lyons, Senior Mistress at the school.
Applications in the form of a curriculum vitae supported by a letter of application giving relevant details to be sent to the Headmistress.
Applications should also be referred to Miss J. Lyons, Senior Mistress at the school.

OXFORDSHIRE
COUNTY COUNCIL
KING ALFRED'S SCHOOL
Portway, Wantage
(Mixed comprehensive 11-18)
Roll 1,000
Required for September, 1980, a TEACHER of HOME ECONOMICS to share in the pastoral work with a Senior Mistress.
Applications should also be referred to Miss J. Lyons, Senior Mistress at the school.

RICHMOND UPON THAMES
(London Borough of)
KNELLER GIRLS' SCHOOL
Fifth Cross Road, London
Required for Spring 1980
TEACHER of WORK (Part-time)
An enthusiastic teacher specialising in Home Economics is required on a part-time basis for one year to work with extra-curricular activities and would be an advantage.
Applicants should be able to teach up to O level.
Applicants by letter to the Headmistress giving details of age, experience and the course which they would be referred within 14 days of this advertisement.

SANDWELL
(Metropolitan Borough of)
WOOD GREEN HIGH SCHOOL
(11 to 18 Comprehensive)
Required September 1980
GIRLS' PHYSICAL EDUCATION
(Scale 1)
Application forms and further details available from the undersigned at the Wednesbury Education Office, Lyndon, Wednesbury, West Midlands.

Other Posts on Scale 2 and above

HILLINGDON
(London Borough of)
'DELLO TEACHER, Scale 1 post available for an experienced teacher to teach Music throughout the school, including the sixth form. Ability to teach another subject would be an advantage. The successful candidate will share responsibility for the development of Music throughout the school. Opportunities for a music course, including the Music Technology course, and for extra-curricular activities. Applications (forms stamped addressed envelope) giving details of age, experience and the course which they would be referred within 14 days of this advertisement (B.A.E. please).

EAST SUSSEX
COUNTY COUNCIL
WOOLWICH SCHOOL
Woolwich Road, Bexleyheath
Regulated Secondary Modern
Boys 11 to 15
Required September, 1980, a TEACHER of MUSIC to share in the teaching of music throughout the school.
Applicants should be able to take charge of one other member of staff and one part-time instrumental teacher.
The school has a flourishing choir and a very active and developing musical tradition.
Details and application form from the Headmaster. Closing date 14th March.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SANDWICH SCHOOL
Sandwich
Telephone Sandwich 615382
Required for September 1980 a TEACHER of MUSIC to share in the teaching of MUSIC (Scale 1).
The successful candidate will be expected to develop the music of the school. Applicants should be competent pianists and able to help with some choral work.
The department has the services of a full time team of peripatetic teachers for instrumental work. Pre-application visits at the school would be most welcomed. Application form and further details from the Headmaster (S.A.E.).

Scale 1 Posts
TEACHING SPORTS IN AMERICA

Applications are invited from teachers for teaching sports in American Schools. Salary according to American Scale. Salary, Housing and Travel Allowance. Contract for 2 years. Apply to Mr. Hitchcock, Sports Department, Hillcroft College, Surbiton, Surrey.

Physical Education
Heads of Department

SUFFOLK
COUNTY COUNCIL
COMMUNITY HIGH SCHOOL
Near Sudbury
Mixed comprehensive 13-18 ; 1,000 on roll
Required September, 1980, TEACHER of PHYSICAL EDUCATION (Scale 1) to share in the teaching of PHYSICAL EDUCATION throughout the school.
Applicants should be able to offer rugby as one of their main games.
A letter of application, naming two referees, should be sent to the Headmaster, Aldenham School, Thorncroft Road, Bethnal Green, E1 4BL.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
BURNWOOD HIGH SCHOOL
Clayton Road, Clayton
Newcastle-under-Lyme ST5 3QN
(Ages 11-18 years
Roll 1,000
Required for September, 1980, a TEACHER of PHYSICAL EDUCATION.
Applicants should be able to offer games in addition to P.E.
Applications (forms) to the Headmaster.

SUFFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
SAXMUNDHAM SCHOOL
Saxmundham
Required September, 1980, Scale 1 MUSIC TEACHER interested in developing music throughout the school, with a colleague and a newly appointed teacher.
Applications (forms) to the Headmaster with names and two referees, as soon as possible.

LONDON SW1
BETRAMS INCE SCHOOL
Akiles Road, Lombard Road
All Ability Girls Mixed Comprehensive
Roll 1,000
Required September, 1980, a TEACHER of HOME ECONOMICS to share in the pastoral work with a Senior Mistress.
For further details write to the Headmistress, Betrams Ince School, High Street, Battersea, SW11 3RG.
Applications in the form of a curriculum vitae supported by a letter of application giving relevant details to be sent to the Headmistress.
Applications should also be referred to Miss J. Lyons, Senior Mistress at the school.

OXFORDSHIRE
COUNTY COUNCIL
KING ALFRED'S SCHOOL
Portway, Wantage
(Mixed comprehensive 11-18)
Roll 1,000
Required for September, 1980, a TEACHER of HOME ECONOMICS to share in the pastoral work with a Senior Mistress.
Applications should also be referred to Miss J. Lyons, Senior Mistress at the school.

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
VERULAM COMPREHENSIVE SCHOOL
Lonsdale Road, St. Albans, Herts
High Grade, St. Albans, Herts
Required for September, well-qualified TEACHER for GERMAN to teach German throughout the school, preferably French in another subject, preferably French.
This is a 11-18 mixed comprehensive of 1,000 pupils with a purpose-built accommodation.
Apply by letter to the Head with names of recent testimonials and giving names of referees.

HILLINGDON
(London Borough of)
QUEENSMEAD SCHOOL
Queens Way, Hayes
Nor. of pupils 1,042 Rll 1,170
ING. on roll 1,000, 50 in Sixth Form
Headmaster: A. H. Dilling, B.A.
Required April, 1980
A TEACHER of MODERN LANGUAGES, primarily this appointment will be for one term only, and applicants should be able to teach French or French with German.
There is a slight possibility of a permanent post being available for September, 1980.
Please apply in the first instance by letter to the Head of the School, stating the names and addresses of two referees.
London Allowance payable.

KINGSTON upon Thames
(Royal Borough of)
TIFFIN SCHOOL
Queen Elizabeth Road, Kingston upon Thames, Surrey KT2 6RL
(A Voluntary Controlled Grammar School of 850 boys, 275 in the Sixth Form)
Required for September, 1980, a well-qualified TEACHER of GERMAN to teach FRENCH throughout the School including a share of work in the Sixth Form to GCE and A level.
Some subsidiary teaching subject offered. Willingness to assist with coaching games, or school library desirable.
Scale 1, plus London Allowance.
Applications immediately to the Headmaster, giving details of age, qualifications, experience and names of referees.

NORTH YORKSHIRE
COUNTY COUNCIL
MIDDLESBROUGH HIGH SCHOOL
Garden Lane, Blackburn-in-Sleat
Leeds
This is a purpose built 7/8 form entry 11-18 comprehensive school with 1,200 pupils.
Required for September, 1980
A SENIOR ASSISTANT TEACHER (Scale 1) to teach French throughout the school up to and including the sixth form.
Application by letter to the Headmaster of the school giving relevant details and including the names and addresses of two referees.

OXFORDSHIRE
COUNTY COUNCIL
Chandlings Lane, Eynsham, Oxfordshire
(1,120 boys and girls in the Sixth Form)
Required September, 1980
A TEACHER of FRENCH (Scale 1) to share in the teaching of French in the Sixth Form.
Applicants should be able to teach German and Latin.
Apply by letter to the Headmaster giving full relevant details and the names and addresses of two referees.

OXFORDSHIRE
BUTFORD SCHOOL
Eynsham, Road, Bufford
Witney, Oxfordshire
Required for 1st September, 1980
A TEACHER of FRENCH (Scale 1)
Apply to the Headmaster, giving full curriculum vitae and names of referees to Head Teacher (Roslyn Dale, Esq.).

OXFORDSHIRE
CHESTERTON SCHOOL
Archery Road, Middleton Cheney
Banbury, Oxfordshire
Required for September, 1980, an experienced TEACHER of FRENCH and GERMAN to share responsibility for the development of French in this new, 11-18 comprehensive school, formed by the amalgamation of two secondary modern schools, which opened in 1979 and will be scheduled to become an 11-18 comprehensive school of 1,250 plus places.
Extra-curricular contribution to the new school, which has a lively enthusiastic staff, will be welcomed.
French is the only modern language and German is one, from which to choose, may be available for a suitable candidate.
Further details and forms from the Headmaster (S.A.E.) to whom applications should be addressed.

SHROPSHIRE
BIRNSTAN TAMSHIRE
THE WREKIN SCHOOL
LADBROKE HOUSE
Abbey Foregate, Shrewsbury
Nor. 1 DA
Required September 1980, a TEACHER of MODERN LANGUAGES (German and French).
Temporary post for one year (Scale 1).
Applications to the Headmaster, letters only, naming two referees.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
HOLMCROFT COMPREHENSIVE
HARTSHILL
Stoke-on-Trent ST6 4LG
Group D
Age range 12-16 years
Number on roll 544
HEAD of MUSIC required (Scale 2) to develop music throughout the school and to prepare candidates for examination level.
The department has excellent accommodation.
Forms of application and further details are obtainable on receipt of a foolscap stamped addressed envelope from the Head Teacher of the school at whom completed forms should be returned not later than 14th March, 1980.

SURREY
EDUCATION COMMITTEE
SUNOUNY CO. SECONDARY
Mixed 11-18 Number on roll 673
HEAD of MUSIC required for September, 1980 (Scale 2 or 3).
Apply to the Head, Tel : S

SECONDARY
Science
Scale 2 Posts
continued

BARNET
London Borough of:
HENDON HILL SENIOR HIGH SCHOOL
Abbots Road, Edgware, Middlesex
Telephone 01-958 4192
Science suite, pupils Comprehensive, 1100 Hall 2½, small Form Rooms, Hall, Gymnasium, Swimming Pool, Playing Fields. Required for September 1980: HEAD OF PHYSICS to lead Science Department, Science Co-ordinator to share teaching in Science, Scale 2 for suitably qualified and experienced teacher. Six applications from male, married teachers in science are most welcome.
Further details from Headmaster. To whom applications and curriculum vitae should be sent as soon as possible. 18.2.80.

ST. MARY'S R.C. SCHOOL
Downage, Hendon, NW4
Telephone: 01-203 3612
V.A. mixed Comprehensive. Roll 840. Sixth Form 80
Required September 1980, GRADUATE UNIVERSITY to share teaching in this subject to a "A" level (Scale 2). Modern laboratories and equipment. Interest in Electronics an added recommendation. First appointment applications also invited.
Further particulars and application form from Headmaster. 18.2.80.
In approved cases assistance may be given by way of temporary housing, the payment of removal expenses and resettlement allowance.
Director of Educational Services.

CORNWALL
EDUCATION COMMITTEE
HIGHLAMPAVIGATION SCHOOL
Burniton, East Looe, Cornwall
Telephone: (0503) 6381 (Day)
Headmaster: Mr. J. Simmonds
B.A., B.Ed.
Number on Roll 1,300
Required September, 1980:
GRADUATE PHYSICIST to teach Physics to "O" and "A" level (Scale 2). Modern laboratories and equipment. Interest in Electronics an added recommendation. First appointment applications also invited.
Further particulars and application form from Headmaster. 18.2.80.

HAMPSHIRE
FAREHAM GIRLS' GRAMMAR SCHOOL
Fareham Avenue, Fareham
Hants, PO14 3HF
(Comprehensive: raised to 1,1[illegible])
Required for September 1980:
TECHNICAL PHYSICIST to teach "A" level Physics, Scale 2 with a little "O" level Physics.
Science Department with laboratories and equipment.
Letter of application (no forms) nomination two referees to Principal.
Closing date: 10th March 1980.

HARROW
EDWARD PARKE COMPREHENSIVE SCHOOL
Elmdon Road, Harrow HA1 2JD
Telephone 01-427 5466
Required for September: PHYSICS to teach "O" and "A" level. Well equipped laboratories. Science Co-ordinator to share teaching in Science, Scale 2 for suitably qualified and experienced teacher. Six applications from male, married teachers in science are most welcome.
Further details from Headmaster. To whom applications and curriculum vitae should be sent as soon as possible. 18.2.80.

ST. MARY'S R.C. SCHOOL
Downage, Hendon, NW4
Telephone: 01-203 3612
V.A. mixed Comprehensive. Roll 840. Sixth Form 80
Required September 1980, GRADUATE UNIVERSITY to share teaching in this subject to a "A" level (Scale 2). Modern laboratories and equipment. Interest in Electronics an added recommendation. First appointment applications also invited.
Further particulars and application form from Headmaster. 18.2.80.

HEREFORD AND WORCESTER
COUNTY COUNCIL
HAGLEY R.C. HIGH SCHOOL
Drake Lane, Hagley
Stourbridge, West Midlands
DY9 0NL
Number on Roll 610
11-16 Comprehensive
Required for September, 1980, or earlier if possible, a CHEMISTRY CHEMIST, Scale 2.
The person appointed will have responsibility for the subject within the Science Department.
The Governors are seeking to appoint a well-qualified teacher who has proven ability within examination classes.
Application forms and further details can be obtained from the Head on receipt of a foolscap S.A.E.

HEREFORD AND WORCESTER
COUNTY COUNCIL
NORTH GLOUCESTERSHIRE HIGH SCHOOL
School Drive, Bredland Road,
Cromsgrove, Worcs. GL0 1BA
Required April or September, 1980, to join a successful department and to teach CHEMISTRY to "O" and "A" level.
Scale 2 for candidate of suitable experience and qualifications.
Application forms and further details can be obtained from the Head on receipt of a foolscap S.A.E.

HERTFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
SHERRARDS SCHOOL
Dark Lane, Hoddesdon
Required for September, 1980 (or earlier if possible) TEACHER of BIOLOGY (Scale 2) to join a lively Science Faculty. The successful candidate will be required to assume responsibility for the Integrated Science Course.
Integrated Science (Biology) is followed by about 40% of the 11-16 intake. A fully equipped laboratory and a spacious Science Block are available.
Letter of application (no forms) nomination two referees to Principal.
Closing date: 10th March 1980.

HERTFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
SHERRARDS SCHOOL
Dark Lane, Hoddesdon
Required for September, 1980 (or earlier if possible) TEACHER of BIOLOGY (Scale 2) to join a lively Science Faculty. The successful candidate will be required to assume responsibility for the Integrated Science Course.
Integrated Science (Biology) is followed by about 40% of the 11-16 intake. A fully equipped laboratory and a spacious Science Block are available.
Letter of application (no forms) nomination two referees to Principal.
Closing date: 10th March 1980.

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
HOLME GRAMMAR SCHOOL
Scunthorpe, Road, Holme
Road Trescthe, S. Yorks
(Number on Roll: 1,200)
Applications are invited for September to fill a post in the Upper School to teach BIOLOGY, SCIENCE, within the Faculty of Science.
For details see Scale 2 and above Science.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
GILLINGHAM
HIGHFIELD SECONDARY SCHOOL
Hilltop Road
Chatham
Temporary appointment during the absence on maternity leave of a member of staff: PHYSICS TEACHER for the period 1st May until the end of December, 1980. Ability to teach Science with Biology taught to C.S.E. and "O" level.
Application by letter naming two referees, to the Headmaster at the school.

OVER DIVISION
OVER GRAMMAR SCHOOL
FOLKESTONE
Number on Roll: 753 with 165 in Sixth Form
Required for September, 1980, a Graduate to teach PHYSICS (Scale 2).
The successful candidate will join a department of three Specialist Physicists and will share in the teaching of Physics throughout the school to "O" and "A" level. The majority of students take the subject to G.C.E. Ordinary level, whereas the Advanced course is taken by about one year, at least to continue to Advanced level.
Applications giving curriculum vitae and the names and addresses of two academic referees, should be sent to the Headmaster of the school. Further details are available on request.

LONDON SW19
KING'S COLLEGE SCHOOL
Wimbledon Common, SW19 4TT
Required for September 1980:
GRADUATE PHYSICIST to teach Physics to Sixth Form level (Scale 1). Ability to teach Chemistry to "O" level an advantage.
Modern laboratories and equipment. Interest in Electronics an added recommendation. First appointment applications also invited.
Salary negotiable in Burnham Scale. Assistance with moving to Surrey after 2-3 years if satisfactory.
Further details on request. Applications by letter to the Headmaster, giving the names of two referees.

LONDON, W.6
GODOLPHIN AND LATYMER SCHOOL
Requires GRADUATE CHEMIST.
For further details see full advertisement under Independent Science.

MID GLAMORGAN.
COUNTY COUNCIL
EDUCATION DEPARTMENT
TEACHING STAFF
RHYDYBIRD DISTRICT
COMPREHENSIVE SCHOOL
ST. FLAN
Required for September, 1980, or sooner if possible:
TEACHER qualified to teach PHYSICS to pupils to the ability level of the C.S.E. and G.C.E. levels, some "O" level work will be possible for a suitable candidate. Scale 2. Applicants should be qualified to teach Science with Physics to "O" level.
Application forms and further details can be obtained from the Head of Department.
Application forms must (and in the referees to the Headteacher) by 14th March, 1980, enclosing stamped addressed envelope.)

NORTHAMPTONSHIRE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
HOLME GRAMMAR SCHOOL
Scunthorpe, Road, Holme
Road Trescthe, S. Yorks
(Number on Roll: 1,200)
Applications are invited for September to fill a post in the Upper School to teach BIOLOGY, SCIENCE, within the Faculty of Science.
For details see Scale 2 and above Science.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
GILLINGHAM
HIGHFIELD SECONDARY SCHOOL
Hilltop Road
Chatham
Temporary appointment during the absence on maternity leave of a member of staff: PHYSICS TEACHER for the period 1st May until the end of December, 1980. Ability to teach Science with Biology taught to C.S.E. and "O" level.
Application by letter naming two referees, to the Headmaster at the school.

OVER DIVISION
OVER GRAMMAR SCHOOL
FOLKESTONE
Number on Roll: 753 with 165 in Sixth Form
Required for September, 1980, a Graduate to teach PHYSICS (Scale 2).
The successful candidate will join a department of three Specialist Physicists and will share in the teaching of Physics throughout the school to "O" and "A" level. The majority of students take the subject to G.C.E. Ordinary level, whereas the Advanced course is taken by about one year, at least to continue to Advanced level.
Applications giving curriculum vitae and the names and addresses of two academic referees, should be sent to the Headmaster of the school. Further details are available on request.

LONDON SW19
KING'S COLLEGE SCHOOL
Wimbledon Common, SW19 4TT
Required for September 1980:
GRADUATE PHYSICIST to teach Physics to Sixth Form level (Scale 1). Ability to teach Chemistry to "O" level an advantage.
Modern laboratories and equipment. Interest in Electronics an added recommendation. First appointment applications also invited.
Salary negotiable in Burnham Scale. Assistance with moving to Surrey after 2-3 years if satisfactory.
Further details on request. Applications by letter to the Headmaster, giving the names of two referees.

LONDON, W.6
GODOLPHIN AND LATYMER SCHOOL
Requires GRADUATE CHEMIST.
For further details see full advertisement under Independent Science.

NORTHAMPTONSHIRE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
HOLME GRAMMAR SCHOOL
Scunthorpe, Road, Holme
Road Trescthe, S. Yorks
(Number on Roll: 1,200)
Applications are invited for September to fill a post in the Upper School to teach BIOLOGY, SCIENCE, within the Faculty of Science.
For details see Scale 2 and above Science.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
GILLINGHAM
HIGHFIELD SECONDARY SCHOOL
Hilltop Road
Chatham
Temporary appointment during the absence on maternity leave of a member of staff: PHYSICS TEACHER for the period 1st May until the end of December, 1980. Ability to teach Science with Biology taught to C.S.E. and "O" level.
Application by letter naming two referees, to the Headmaster at the school.

OVER DIVISION
OVER GRAMMAR SCHOOL
FOLKESTONE
Number on Roll: 753 with 165 in Sixth Form
Required for September, 1980, a Graduate to teach PHYSICS (Scale 2).
The successful candidate will join a department of three Specialist Physicists and will share in the teaching of Physics throughout the school to "O" and "A" level. The majority of students take the subject to G.C.E. Ordinary level, whereas the Advanced course is taken by about one year, at least to continue to Advanced level.
Applications giving curriculum vitae and the names and addresses of two academic referees, should be sent to the Headmaster of the school. Further details are available on request.

NORTHAMPTONSHIRE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
HOLME GRAMMAR SCHOOL
Scunthorpe, Road, Holme
Road Trescthe, S. Yorks
(Number on Roll: 1,200)
Applications are invited for September to fill a post in the Upper School to teach BIOLOGY, SCIENCE, within the Faculty of Science.
For details see Scale 2 and above Science

SECONDARY
Science
Scale 1 Posts
continued

HAVERING
(London Borough of)
CHASE CROSS SCHOOL
Hornchurch Road North, Romford RM3 8YD
(Roll 1,020, including sixth form)
Required for September, 1980:
TEACHER of PHYSICS (Scale 1)
Initially this appointment will be for one year only and may be subject to availability of accommodation.

HAVERING
(London Borough of)
HAVERING SIXTH SCHOOL
Hornchurch Road, Hornchurch, Essex IG11 8HQ
(Roll 1,250 (boys))
TEACHER of SCIENCE Scale 1
For further details see our display advertisement under secondary vacancies.

HAVERING
(London Borough of)
HAVERING SIXTH SCHOOL
Hornchurch Road, Harold Hill, Romford Essex, RM3 8HQ
TEACHER of CHEMISTRY SCIENCE
Temporary TEACHER of SCIENCE Scale 1 (Maternity cover)
For further details of the above two posts see our display advertisement under secondary vacancies.

HEREFORD AND WORCESTER
COUNTY COUNCIL
EDUCATION DEPARTMENT
THE WOODRUSH HIGH SCHOOL
Shawhurst Lane, Hollywoods, Dimsdale, B47 5JW
(Open-from entry 11-19 Comprehensive School with established "A" level courses in modern buildings situated in semi-rural surroundings)
Required for September, 1980:
TEACHERS in the following subjects
A Scientist to teach Physics, Physics or Chemistry to "A" level and the other Science to "O" level or C.S.E. (A Physicist, with Chemistry as second subject is preferred). Excellent facilities are available in a purpose built Science block. Science in a comprehensive school is traditionally very strong. An interest in extra-curricular activities would be an advantage. Some Games, preferably Rugby, Hockey and Cricket are major options. Accommodation may be available in the School House.
Applications, together with curriculum vitae and names and addresses of two referees to the Headmaster from whom further particulars may be obtained on receipt of a S.A.E.
Please quote reference number.
Removal expenses may be paid.

WALSALL METROPOLITAN BOROUGH
EDUCATION COMMITTEE
Alumwell Comprehensive School
Priestley Avenue, Walsall WS2 9UP
Required for Summer/Autumn Term, 1980:
Two Craft, Design, Technology Teachers
Scale 1 + S.P.A. allowance, for post in Technical Area of Craft, Design Faculty. Ability to appreciate needs of design and technology essential plus an interest in either Technical Drawing or Science.
Required for the Summer Term, 1980:
Teacher of Biology
graduate preferred, Scale 1 + S.P.A. allowance, to join this large and lively faculty. The Science Faculty offers a wide range of courses to C.S.E., 'O' and 'A' level and is currently developing science courses for the 16-18 group.
Darlaston Comprehensive School
Herbert's Park Road, Darlaston WS10 8QJ
Teacher of Girls' P.E.
Applications are invited for a Scale 2 post as No. 2 in our Girls' P.E. Department. As such, the successful applicant will assume responsibilities for organisation, discipline and extra-curricular activities within this flourishing and successful department and be answerable to the Head of Girls' P.E.
The Shire Oak School
Lichfield Road, Walsall Wood, Walsall WS9 9PA
(11-19 Comprehensive: 1,120 on roll; 62 in the Sixth Form)
Required for September, 1980:
Teacher of Religious Education
Scale 1. Will consider a specialist in other areas of the teaching of Religious Education throughout this mixed Comprehensive School. An imaginative and flexible approach is looked for and an interest in Comparative Religion would be an additional qualification. The department runs examination courses to O.S.E., 'O' and 'A' levels.
The Sneyd School
Sneyd Lane, Bloxwich, Walsall WS3 2PA
Teacher of Music
Scale 1. New post available for September, 1980, in this developing Comprehensive Community School entering its third year in purpose-built accommodation. Closing date 12th March, 1980.
Application should be made by letter to the Head Teacher of the school concerned, giving the names and addresses of two referees and enclosing an s.a.e.
Closing date for all posts 11th March, 1980, unless otherwise stated.

HERTFORDSHIRE
COUNTY COUNCIL
EDUCATION DIVISION
BOREHAM WOOD SCHOOL
St. Alban's Road, Boreham Wood (Rossland Comprehensive, 11-19 on roll)
Required for September, 1980:
PHYSICS TEACHER to join a well established and successful science department. The teaching emphasis will be on Physics to "A" level although Chemistry could be required.
Further details and application form from the Headmaster (Tel. 01-953 0221).

HERTFORDSHIRE
COUNTY COUNCIL
EDUCATION DIVISION
STRATHEDA SCHOOL
Cold Bath Road, Harpenden
TEACHER of PHYSICS (Scale 1)
required for September, 1980.
The successful candidate will be required to teach Combined Science in the lower school which leads to Integrated Science (Scale) in the fourth and fifth years. This is an attractive post for an enthusiastic teacher who would be joining a very large Science faculty.
This is a purpose-built mixed comprehensive School (400 on roll) with seven laboratory and lecture preparation rooms. The excellent facilities include a well-equipped Science Centre.
Write immediately to the Headmistress with brief details of qualifications and experience.
Apply by letter to the Headmistress with curriculum vitae and names and addresses of two referees.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
HITCHIN GIRLS' SCHOOL
Grammer School Walk, Hitchin
(Roll 1,150 girls, 140 in the Sixth. 5 form entry)
Required for September, 1980, a qualified (preferably graduate) TEACHER to join a very successful department (leading up to O-Level and A-Level). Ability to take games or other out-of-school activities is a strong recommendation.
Apply immediately by letter to the Headmistress, giving details of qualifications, experience if any, extra-curricular interests and names of two referees.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTFORDSHIRE DIVISION
HERTFORD GIRLS' SCHOOL
Hertford
(Roll 1,150 in Sixth form)
TEACHER required in September, 1980, to take the CHEMISTRY and BIOLOGY at level one of these in O "O" level standard. Ability to help with games or other out-of-school activities a strong recommendation.
Apply immediately by letter to the Headmaster, giving details of qualifications, experience if any, extra-curricular interests and names of two referees.

HERTFORDSHIRE
COUNTY COUNCIL
ST ALBANS DIVISION
SANDRIDGE CHURCH OF ENGLAND SCHOOL
(Voluntary Aided)
High Bury, St Albans, Hertfordshire
Required for September or earlier if possible, well qualified TEACHER of PHYSICS INTEGRATED SCIENCE. Examination work to suitable qualified candidate.
This is a five-form entry all-ability mixed school with modern purpose-built accommodation including a laboratory.
Apply by letter to the Headmaster giving full details of qualifications and experience.
Apply immediately to the Headmaster with curriculum vitae and names and addresses of two referees.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTFORDSHIRE DIVISION
HERTFORD GIRLS' SCHOOL
Hertford
(Roll 1,150 in Sixth form)
TEACHER required in September, 1980, to take the CHEMISTRY and BIOLOGY at level one of these in O "O" level standard. Ability to help with games or other out-of-school activities a strong recommendation.
Apply immediately by letter to the Headmaster, giving details of qualifications, experience if any, extra-curricular interests and names of two referees.

HILLINGDON
(London Borough of)
ABBOTSFIELD SCHOOL
Clifton Road
Hillingdon, Middx. UB10 0EX
(Number on roll 541 of which 58 in Sixth Form)
Headmaster: J. R. Woods, G.A.
Required for September, 1980 or earlier if possible:
A TEACHER of SCIENCE (Scale 1) to take 11-16 Boys Comprehensive Science. Preference will be given to a specialist in Chemistry.
Applicants should be able to teach Physics and/or Chemistry to C.S.E./"O" level and some Science to the Sixth Form.
The school has a well equipped science department staffed by three full-time Laboratory Assistants. Considerable Science is taught in Years 1 and 2 and courses in some subjects are now taught up to "A" level. The school would suitable for a teacher qualified and experienced in Science.
Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.
London Allowance Payable.

HILLINGDON
(London Borough of)
QUEENSMEAD SCHOOL
Queens Walk, Ruislip
Middlesex HA4 0HF
(Roll 1,050; 90 in Sixth Form)
G. D. Dilling, B.A.
Required for September, 1980:
TEACHER of MATHEMATICS (Scale 1) initially this appointment will be for one year only and applicants should be able to offer Chemistry or Biology as a specialism.
London Allowance Payable.
Please apply in the first instance by letter to the Head of the school, stating the names and addresses of two referees.

ROUNDLOW
(London Borough of)
CARDINAL HOGAN RC CONVENT SCHOOL
St John's Road, Isleworth TW7 6QN
(Roll 1,140)
TEACHER required September 1980 to share teaching of subject Religious Education in Voluntary Aided Girls' Comprehensive School. Modern well equipped laboratories. An interest in electronics an advantage. Scale 1 post according to qualifications and experience. London Allowance.
Apply by letter to the Headmistress with curriculum vitae and names and addresses of two referees.

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
FOXHILLS COMPREHENSIVE SCHOOL
Foxhills Road, Scunthorpe
Head Teacher: Mr. J. Wilson
Number on Roll: 1,100
SCIENCE TEACHER (Scale 1) plus 1,050 in Sixth Form
required for September, 1980, to join a successful comprehensive School of 1,100 pupils (including a sixth form) and successfully housed in all modern buildings. The successful applicant would be expected to teach a form of General Science to the Junior part of the school and share in the teaching of Science to the Senior or Sixth Form or Biology in O.S.E., 'O' and 'A' level courses.
Application forms are available from the Head Teacher quoting ref. 4/1/1 and should be returned to the School and completed forms should reach us by 10th March, 1980 (S.A.E. please).

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
[illegible]
(Mixed 11-18 Comprehensive School)
[illegible]
Required for September, 1980:
TEACHER of RELIGIOUS EDUCATION
Scale 1. The successful candidate will be required to share in the teaching of Religious Education throughout this mixed Comprehensive School. An imaginative and flexible approach is looked for and an interest in Comparative Religion would be an additional qualification. The department runs examination courses to O.S.E., 'O' and 'A' levels.
Required for September, 1980:
TEACHER of MATHEMATICS
Scale 1 + S.P.A. allowance, for post in Technical Area of Craft, Design Faculty. Ability to appreciate needs of design and technology essential plus an interest in either Technical Drawing or Science.
Required for the Summer Term, 1980:
Teacher of Biology
graduate preferred, Scale 1 + S.P.A. allowance, to join this large and lively faculty. The Science Faculty offers a wide range of courses to C.S.E., 'O' and 'A' level and is currently developing science courses for the 16-18 group.
Darlaston Comprehensive School
Herbert's Park Road, Darlaston WS10 8QJ
Teacher of Girls' P.E.
Applications are invited for a Scale 2 post as No. 2 in our Girls' P.E. Department. As such, the successful applicant will assume responsibilities for organisation, discipline and extra-curricular activities within this flourishing and successful department and be answerable to the Head of Girls' P.E.
The Shire Oak School
Lichfield Road, Walsall Wood, Walsall WS9 9PA
(11-19 Comprehensive: 1,120 on roll; 62 in the Sixth Form)
Required for September, 1980:
Teacher of Religious Education
Scale 1. Will consider a specialist in other areas of the teaching of Religious Education throughout this mixed Comprehensive School. An imaginative and flexible approach is looked for and an interest in Comparative Religion would be an additional qualification. The department runs examination courses to O.S.E., 'O' and 'A' levels.
The Sneyd School
Sneyd Lane, Bloxwich, Walsall WS3 2PA
Teacher of Music
Scale 1. New post available for September, 1980, in this developing Comprehensive Community School entering its third year in purpose-built accommodation. Closing date 12th March, 1980.
Application should be made by letter to the Head Teacher of the school concerned, giving the names and addresses of two referees and enclosing an s.a.e.
Closing date for all posts 11th March, 1980, unless otherwise stated.

HERTFOROSHIRE
CHANCE PARK SCHOOL,
London Road, Hoddesdon.
An ability boys' school in pleasant area with excellent site and buildings.
Required September, TEACHER for MATHEMATICS scale 2 plus London range allowance. The successful applicant will be required to assist with the sixth form. Launch Integrated Science Project in the main school and to assist with Science at level one. There is extensive laboratory provision.
Further details from the Headmaster, Mr. Hughes.

HERTFORDSHIRE
COUNTY COUNCIL
ST ALBANS DIVISION
SANDRIDGE CHURCH OF ENGLAND SCHOOL
(Voluntary Aided)
High Bury, St Albans, Hertfordshire
Required for September or earlier if possible, well qualified TEACHER of PHYSICS INTEGRATED SCIENCE. Examination work to suitable qualified candidate.
This is a five-form entry all-ability mixed school with modern purpose-built accommodation including a laboratory.
Apply by letter to the Headmaster giving full details of qualifications and experience.
Apply immediately to the Headmaster with curriculum vitae and names and addresses of two referees.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTFORDSHIRE DIVISION
HERTFORD GIRLS' SCHOOL
Hertford
(Roll 1,150 in Sixth form)
TEACHER required in September, 1980, to take the CHEMISTRY and BIOLOGY at level one of these in O "O" level standard. Ability to help with games or other out-of-school activities a strong recommendation.
Apply immediately by letter to the Headmaster, giving details of qualifications, experience if any, extra-curricular interests and names of two referees.

HILLINGDON
(London Borough of)
ABBOTSFIELD SCHOOL
Clifton Road
Hillingdon, Middx. UB10 0EX
(Number on roll 541 of which 58 in Sixth Form)
Headmaster: J. R. Woods, G.A.
Required for September, 1980 or earlier if possible:
A TEACHER of SCIENCE (Scale 1) to take 11-16 Boys Comprehensive Science. Preference will be given to a specialist in Chemistry.
Applicants should be able to teach Physics and/or Chemistry to C.S.E./"O" level and some Science to the Sixth Form.
The school has a well equipped science department staffed by three full-time Laboratory Assistants. Considerable Science is taught in Years 1 and 2 and courses in some subjects are now taught up to "A" level. The school would suitable for a teacher qualified and experienced in Science.
Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.
London Allowance Payable.

HILLINGDON
(London Borough of)
QUEENSMEAD SCHOOL
Queens Walk, Ruislip
Middlesex HA4 0HF
(Roll 1,050; 90 in Sixth Form)
G. D. Dilling, B.A.
Required for September, 1980:
TEACHER of MATHEMATICS (Scale 1) initially this appointment will be for one year only and may be subject to availability of accommodation.
TEACHER of PHYSICS (Scale 1)
London Allowance Payable.
Please apply in the first instance by letter to the Head of the school, stating the names and addresses of two referees.

HIGHBRIDGE
COUNTY COUNCIL
EDUCATION DIVISION
HIGHBRIDGE SCHOOL
Highbridge
TEACHER of PHYSICS (Scale 1)
required for September, 1980.
The successful candidate will be required to teach Combined Science in the lower school which leads to Integrated Science (Scale) in the fourth and fifth years. This is an attractive post for an enthusiastic teacher who would be joining a very large Science faculty.
This is a purpose-built mixed comprehensive School (400 on roll) with seven laboratory and lecture preparation rooms. The excellent facilities include a well-equipped Science Centre.
Write immediately to the Headmistress with brief details of qualifications and experience.
Apply by letter to the Headmistress with curriculum vitae and names and addresses of two referees.

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
FOXHILLS COMPREHENSIVE SCHOOL
Foxhills Road, Scunthorpe
Head Teacher: Mr. J. Wilson
Number on Roll: 1,100
SCIENCE TEACHER (Scale 1) plus 1,050 in Sixth Form
required for September, 1980, to join a successful comprehensive School of 1,100 pupils (including a sixth form) and successfully housed in all modern buildings. The successful applicant would be expected to teach a form of General Science to the Junior part of the school and share in the teaching of Science to the Senior or Sixth Form or Biology in O.S.E., 'O' and 'A' level courses.
Application forms are available from the Head Teacher quoting ref. 4/1/1 and should be returned to the School and completed forms should reach us by 10th March, 1980 (S.A.E. please).

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
[illegible]
(Mixed 11-18 Comprehensive School)
[illegible]
Required for September, 1980:
TEACHER of RELIGIOUS EDUCATION
Scale 1. The successful candidate will be required to share in the teaching of Religious Education throughout this mixed Comprehensive School. An imaginative and flexible approach is looked for and an interest in Comparative Religion would be an additional qualification. The department runs examination courses to O.S.E., 'O' and 'A' levels.
Required for September, 1980:
TEACHER of MATHEMATICS
Scale 1 + S.P.A. allowance, for post in Technical Area of Craft, Design Faculty. Ability to appreciate needs of design and technology essential plus an interest in either Technical Drawing or Science.
Required for the Summer Term, 1980:
Teacher of Biology
graduate preferred, Scale 1 + S.P.A. allowance, to join this large and lively faculty. The Science Faculty offers a wide range of courses to C.S.E., 'O' and 'A' level and is currently developing science courses for the 16-18 group.
Darlaston Comprehensive School
Herbert's Park Road, Darlaston WS10 8QJ
Teacher of Girls' P.E.
Applications are invited for a Scale 2 post as No. 2 in our Girls' P.E. Department. As such, the successful applicant will assume responsibilities for organisation, discipline and extra-curricular activities within this flourishing and successful department and be answerable to the Head of Girls' P.E.
The Shire Oak School
Lichfield Road, Walsall Wood, Walsall WS9 9PA
(11-19 Comprehensive: 1,120 on roll; 62 in the Sixth Form)
Required for September, 1980:
Teacher of Religious Education
Scale 1. Will consider a specialist in other areas of the teaching of Religious Education throughout this mixed Comprehensive School. An imaginative and flexible approach is looked for and an interest in Comparative Religion would be an additional qualification. The department runs examination courses to O.S.E., 'O' and 'A' levels.
The Sneyd School
Sneyd Lane, Bloxwich, Walsall WS3 2PA
Teacher of Music
Scale 1. New post available for September, 1980, in this developing Comprehensive Community School entering its third year in purpose-built accommodation. Closing date 12th March, 1980.
Application should be made by letter to the Head Teacher of the school concerned, giving the names and addresses of two referees and enclosing an s.a.e.
Closing date for all posts 11th March, 1980, unless otherwise stated.

NEWCASTLE upon TYNE
DAME ALLAN'S GIRLS' SCHOOL
Newbrough Crescent, Fenham
Newcastle upon Tyne NE4 9YJ.
Project date: September.
400 Girls, Sixth Form 120.
Salary: Scale 1(Graduate Salary).
TEACHER of GENERAL SCIENCE to take a large teaching of CHEMISTRY to "A" level and PHYSICS to "O" level and PHYSICS and CHEMISTRY to "O" level.
Apply to the Headmistress immediately with full details of qualifications, experience and the names and addresses of two referees. Scale 1 or Scale 2 if burnham.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
WAYLAND HIGH SCHOOL
Watton, Norfolk IP25 6HA.
Number on Roll: 800
Required for September, 1980:
A ASSISTANT TEACHER to teach PHYSICS in association with other specialists in the teaching of Science. Preference will be given to a specialist in Chemistry.
Applications are invited from teachers seeking their first post, as well as from junior school teachers who will be expected to teach Science to the 11-13 age range, as well as from teachers with experience in the secondary school.
Salary: Burnham Scale 1, plus London Allowance.
Apply immediately to the Headmaster at the school together with full curriculum vitae and names of three referees.

KINGSTON upon Thames
(Royal Borough of)
TIFFIN GIRLS' SCHOOL
Queen Elizabeth Road
Kingston upon Thames, KT2 6RL
(A Voluntary Controlled Grammar School of 520 boys: 270 in the Sixth form)
Required in September, a well-qualified young GRADUATE SCIENTIST CHEMISTRY throughout the School, including a share of Sixth form work up to "A" level and subsidiary Biology as willingness and ability to assist with teaching games, coaching or school societies will be welcome.
Salary: Burnham Scale 2, plus London Allowance.
Apply immediately to the Headmaster at the school together with full curriculum vitae and names of three referees.

KINGSTON upon Thames
(Royal Borough of)
TIFFIN GIRLS' SCHOOL
Queen Elizabeth Road
Kingston upon Thames, KT2 6RL
(A Voluntary Controlled Grammar School of 520 boys: 270 in the Sixth form)
Required in September, a well-qualified young GRADUATE SCIENTIST CHEMISTRY throughout the School, including a share of Sixth form work up to "A" level and subsidiary Biology as willingness and ability to assist with teaching games, coaching or school societies will be welcome.
Salary: Burnham Scale 2, plus London Allowance.
Apply immediately to the Headmaster at the school together with full curriculum vitae and names of three referees.

KIRKLEES
METROPOLITAN COUNCIL
KIRKLEES VALLEY HIGH SCHOOL
Millbury Lane, Lindwelle
Huddersfield HD4 5DD
(Roll 885)
Required for June 1980, TEACHER of CHEMISTRY or PHYSICAL SCIENCE (Scale 1). This post may be filled in during the maternity leave of a teacher of Physical Science. The successful applicant will be expected to join the department in the Autumn Term.
Letters of application to the Headmistress including the names of two referees.

LINCOLNSHIRE
STAMFORD HIGH SCHOOL
Broad Street Independent
Required for September — PHYSICS GRADUATE to teach Sixth and CHEMISTRY to Ordinary level. Share of Sixth form work.
Private could be available for suitable candidate.
Apply to the Headmistress.

LINCOLNSHIRE
GRIMSBY FRANKLIN
SECONDARY SCHOOL
Woodlands Avenue, Grimsby
Telephone: Grimsby 42-3131
(Group 3, Roll 334)
TEACHER of MATHEMATICS for April/September 1980 for GENERAL SCIENCE and MATHEMATICS mainly for the lower school. Ability to assist with games pursuits an advantage but not essential.
Apply to Headmaster for application form.
Closing date 14th March, 1980.

LIVERPOOL
HOLT COMPREHENSIVE SCHOOL (MIXED)
Queens Drive, Liverpool L13 8QZ
ASSISTANT SCALE 1
Required for September to teach CHEMISTRY up to "O" level and assist with some Science in the Lower School.
Forms available from and returnable to the Head Teacher Mrs. Jones.
Closing date 10th March, 1980.

LIVERPOOL
CARDINAL ALLEN R.C. HIGH
Horsefarm Road, Liverpool
ASSISTANT SCALE 1 PHYSICS
GRADUATE required for summer term to teach PHYSICS throughout the school including "A" level. Some experience would be helpful.
Applications direct to the Head Teacher with curriculum vitae and the names and addresses of two referees quoting ref. 4/1/1.
Closing date 10th March, 1980.

LIVERPOOL
[illegible]
ASSISTANT SCALE 1/2 SCIENCE
Required for summer term to teach GENERAL SCIENCE and assist in the Upper School. Some experience would be helpful. Applicants should be qualified and experienced in Science.
Forms available from and returnable to the Head Teacher, Mrs. Ellis.
Closing date 10th March, 1980.

LONDON, E.1
BAINE'S FOUNDATION SCHOOL
Arbour Square
Voluntary Aided G or E Mixed
Required from September, 1980 or later:
TEACHER of PHYSICS to "A" level in large academic Sixth form. All-ability intake in years one to four.
Apply in the first instance with the names and addresses of two referees to the School for the attention of Mr. Hardman.

LONDON, W6
SOMERSET AND LATYMER SCHOOL
GRADUATE CHEMIST.
Required for September, 1980, to teach Chemistry to "A" level.
Salary according to Burnham Scale.
Apply to the Headmaster.

NORTH TYNESIDE
(Metropolitan Borough of)
EDUCATION COMMITTEE
Applications are invited for the following posts:
Applications forms and details of the following posts, together with a stamped addressed envelope, can be obtained from the Head Teacher to whom they should be returned immediately.
Required for 14th April, 1980, or as soon as possible thereafter, qualified TEACHER of GENERAL SCIENCE to teach Science to "O" level and C.S.E. An interest in Rural Science would be an advantage. (Ref: 223/80).
Applicants should send their particulars obtainable from the Head Teacher to whom the completed forms should be returned by 14th March, 1980.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANDRINDOD HIGH SCHOOL
Llandrindod Wells
Required for September, 1980:
TEACHER of GENERAL SCIENCE to teach Science to "O" level and C.S.E. An interest in Rural Science would be an advantage. (Ref: 223/80).
Applicants should send their particulars obtainable from the Head Teacher to whom the completed forms should be returned by 14th March, 1980.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANDRINDOD HIGH SCHOOL
Llandrindod Wells
Required for September, 1980:
A ASSISTANT TEACHER of BIOLOGY with some Junior Physical Science up to "O" and C.S.E. Ability to teach Chemistry an advantage.
Application forms and further particulars obtainable from the Head Teacher to whom the completed forms should be returned by 20th March, 1980.

RICHMOND UPON THAMES
(London Borough of)
TWICKENHAM SCHOOL
111 to 16 Comprehensive, 900
Percy Road, Twickenham, Middlesex TW2 5JW
Applications are invited for the following post available from September, 1980, Outer London Allowance at £400 per annum:
ASSISTANT TEACHER of SCIENCE (Scale 1)
Applicants should be enthusiastic to teach Science up to "O" level PHYSICS to 11-13 years and to share in the teaching of Science or physics especially to the Sixth form.
Applicants should be able to contribute to the life of the school and be willing to take a share of responsibility for pastoral work.
First appointment, suitable for recently qualified teacher, preferably a specialist in Science laboratories, but with ability to teach other subjects.
The department works as a team and has good support from specialist technical assistance.
Forms (features S.A.E.) from Director of Education, Regal House, London Road, Twickenham, Middlesex TW1 3QB to the Headmaster at the school immediately.

ST. HELENS
EDUCATION COMMITTEE
ST. HELENS R.C. HIGH SCHOOL
Birley Street
Newton-le-Willows WA12 0UW
(11-18 Comprehensive, 1,000 on roll, 150 in sixth form)
PHYSICS (Scale 1)
To teach to "A" level from some combined Science. Required September, 1980.
Application forms are available from the Head Teacher to whom they should be returned immediately.

ST. HELENS
EDUCATION COMMITTEE
GRANGE PARK HIGH SCHOOL
11-18 years mixed Comprehensive
970 on roll, 90 in sixth form
Broadway St. Helens WA10 3RY
SCIENCE (Scale 1)
Required for September, 1980:
Applicants forms are available from the Head Teacher to whom they should be returned immediately.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited for the following posts:
[illegible]
COMPREHENSIVE SCHOOL
Mansfield Road, Nottingham
(Roll 1,100)
Required for September, 1980:
A TEACHER of PHYSICS to teach Science to 11-13 age range, as well as with Junior school work. Some Chemistry.
The successful candidate will be expected to teach Science to the Junior part of the school and share in the teaching of Science or Physics to "A" level and subsidiary Biology as willingness and ability to assist with coaching games, running societies will be welcome.
Salary: Burnham Scale 1, plus London Allowance.
Apply immediately to the Headmaster at the school together with full curriculum vitae and names of three referees.

OXFORDSHIRE
COUNTY COUNCIL
BANBURY HIGH SCHOOL
Broughton Road, Banbury
Required for September, 1980:
TEACHER of PHYSICS (Scale 1)
Applicants should be enthusiastic to teach Science up to "O" level PHYSICS to 11-13 years and to share in the teaching of Science or physics especially to the Sixth form.
Applicants should be able to contribute to the life of the school and be willing to take a share of responsibility for pastoral work.
First appointment, suitable for recently qualified teacher, preferably a specialist in Science laboratories but with ability to teach other subjects.
The department works as a team and has good support from specialist technical assistance.
Forms (features S.A.E.) from Director of Education, Regal House, London Road, Twickenham, Middlesex TW1 3QB to the Headmaster at the school immediately.

COUNTY SECONDARY SCHOOLS
SCALE 2 POSTS AND ABOVE
Unless otherwise stated, for all posts in this section, initial applications (giving age, qualifications, substantive and names of two referees) should be sent immediately, together with S.A.E. to Head of School.
Dale Vale School, Fernbrough Road B36 7NL
Required September: HEAD OF MATHEMATICS DEPARTMENT, Scale 4.
Walkwood Hill School, Yardley B26 2HZ
HEAD OF MODERN LANGUAGES (GERMAN/FRENCH) Scale 3.
Required for September. Examination work to all levels.
Bournville School, Aldridge Road B44 8NU
Required September: HEAD OF CHEMISTRY, Scale 4. Work to "A" level.
Cockshut Hill School, Bromford Road B36 8HG
Required as soon as possible: PHYSICS teacher, Scale 2, to share teaching laboratories, computer terminal and many other resources.

VOLUNTARY SECONDARY SCHOOLS
SCALE 2 POSTS AND ABOVE
The Matthew Boulton C.E. School, Bell Barn Road B15 2AF
Required September:
A Teacher to be responsible for COMMERCIAL SUBJECTS. Should have well-established courses in Commerce, Office Practice and Shorthand.
Sixth Form College, Hagley Road, Edgbaston B16 8UF
(Voluntary Aided 500 mixed).
Invite applications from suitably qualified and experienced graduates for the post of HEAD OF CHEMISTRY DEPARTMENT (Scale 4).
Applications (by letter, including a curriculum vitae and the names and addresses of two referees) to the Principal of the College as soon as possible.

SCALE 1 POSTS
Unless otherwise stated, requests for application forms for these posts should be sent direct to Head of the school as specified, together with the names of 2 referees and S.A.E.
Bourton School, Kingsbury Road B24 8RE
(Mixed 11-18)
Required:
A Assistant teacher for:
Department of SCIENCE AND NEEDLEWORK to share in work with the school, following provision of new HOME ECONOMICS room.
MATHEMATICS to share teaching up to and including "A" level which is well established. G.M.P. Mathematics taught in Sixth form.
Bournville School, Aldridge Road B44 8NU
Required September: Teacher of NEEDLEWORK/ART. Further details:
Bournville School, Moseley B13 8DB
(Mixed 11-18 pupils)
Required April or September, well qualified MATHEMATICIAN to teach to C.S.E., and "O" level. Interest in computer studies is required as well.
Also required, well qualified teacher of SPANISH to teach to "O" level.
Bournville School, Bunney Lane B6 2AB
Required, for a temporary post for summer term. Teaching up to "O" level in Science, for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL

County of Cleveland
SECONDARY SCHOOLS
All secondary schools are mixed comprehensive schools.
11-16 SCHOOLS
SCALE 4 MATHEMATICS
NORTON SCHOOL (Roll 992)
Berkshire Road, Stockton, Cleveland TS20 2RD
(Tel: Stockton 557361)
Required for September, 1980, a suitably qualified and experienced teacher to be responsible for the teaching of MATHEMATICS.
SCALE 2 MATHEMATICS
(Re-advertisement)
SACRED HEART R.C. SCHOOL (Roll 819)
Derwent Road, Redcar, Cleveland TS10 1BT
(Tel: Redcar 473221)
Required for September, 1980, or earlier if possible, a suitably qualified and experienced teacher for MATHEMATICS. Application forms are obtainable from and returnable to Rev. D. Cush, Sacred Heart Presbytery, Lobster Road, Redcar, Cleveland.
SCALE 2 RELIGIOUS EDUCATION
SHERATON SCHOOL (Roll 844)
Kelton Road, Stockton, Cleveland TS19 8BU
(Tel: Stockton 815221)
Required for September, 1980, a suitably qualified and experienced teacher to be responsible for the teaching of RELIGIOUS EDUCATION up to "O" level standard. Religious Education is part of the Humanities Faculty. The successful applicant will be expected to participate in the school's Personal Development Programme, a compulsory element of the Upper School curriculum.
SCALE 1 ENGLISH
OAKLAND SCHOOL (Roll 587)
Fakenham Avenue, Middlesbrough, Cleveland TS5 4QQ
(Tel: Middlesbrough 823182)
Required for September, 1980, a teacher to teach ENGLISH throughout the school to C.S.E. and "O" level standard.
SCALE 1 MATHEMATICS
NORTON SCHOOL (Roll 992)
Berkshire Road, Stockton, Cleveland TS20 2RD
(Tel: Stockton 557361)
Required for Easter or September, 1980, a suitably qualified teacher for MATHEMATICS.
11-18 SCHOOLS
SCALE 1 SCIENCE
(Re-advertisement)
HIGH TUNSTALL SCHOOL (Roll 1,276)
Elwick Road, Hartlepool, Cleveland TS26 0LQ
(Tel: Hartlepool 61449)
Required for Easter, 1980, or as soon as possible thereafter, a teacher for PHYSICS and CHEMISTRY.
The following vacancies exist at:
EGGLESCLIFFE SCHOOL (Roll 1,184)
Darlay Road North, Egglescliffe, Cleveland TS16 9LA
(Tel: Egglescliffe 782495)
For September 1980:
SCALE 1 ENGLISH
A teacher qualified to teach ENGLISH to "A" level and University Entrance.
SCALE 1 ENGLISH
A teacher qualified to teach ENGLISH at least to G.C.E. "O" and Mode 3 C.S.E. levels.
Financial assistance with household removal expenses to available in approved cases.
Application forms and further details are obtainable from the Head Teachers at the addresses shown above, unless otherwise stated. Applications by letter should include detailed information regarding school, training, qualifications and experience together with the names and addresses of two referees.
Completed application forms and letters of application should be submitted direct to the Head Teachers at the addresses shown above, unless otherwise stated, by Friday, 14th March, 1980.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
WELSHPOOL HIGH SCHOOL
Welshpool SY21 7HE
Required for 1st September, 1980, an Assistant TEACHER of BIOLOGY with some Junior Physical Science up to "O" and C.S.E. Ability to teach Chemistry an advantage.
Application forms and further particulars obtainable from the Head Teacher to whom the completed forms should be returned by 20th March, 1980.

RICHMOND UPON THAMES
(London Borough of)
TWICKENHAM SCHOOL
111 to 16 Comprehensive, 900
Percy Road, Twickenham, Middlesex TW2 5JW
Applications are invited for the following post available from September, 1980, Outer London Allowance at £400 per annum:
ASSISTANT TEACHER of SCIENCE (Scale 1)
Applicants should be enthusiastic to teach Science up to "O" level PHYSICS to 11-13 years and to share in the teaching of Science or physics especially to the Sixth form.
Applicants should be able to contribute to the life of the school and be willing to take a share of responsibility for pastoral work.
First appointment, suitable for recently qualified teacher, preferably a specialist in Science laboratories but with ability to teach other subjects.
The department works as a team and has good support from specialist technical assistance.
Forms (features S.A.E.) from Director of Education, Regal House, London Road, Twickenham, Middlesex TW1 3QB to the Headmaster at the school immediately.

SANDWELL
(Metropolitan Borough of)
WALEY HIGH SCHOOL
111-16 Comprehensive)
Required for September, 1980:
SCIENCE (Scale 1)
Curriculum offers Integrated Science Years 1 and 2, separate Science in Years 3 and 4 and Physics, Chemistry, Biology, Human Biology and General Science at exam level. Person appointed expected to teach throughout school and may be involved upon specialism.
Large, if specialism, starting full curriculum vitae and names and addresses of two referees, should be forwarded immediately to Head Teacher, Pound Road, Oldbury, Warley, West Midlands.

SANDWELL
(Metropolitan Borough of)
HEATHFIELD HIGH SCHOOL
111-17 Comprehensive)
Required for April, 1980:
TEACHER of SCIENCE
Ability to offer Chemistry as advantage.
Application forms available from the responsible immediately to Head Teacher, Sixth Form, Heath Hayes, Cannock, Staffs.

SANDWELL
(Metropolitan Borough of)
WOOD GREEN HIGH SCHOOL
111 to 18 Comprehensive
Required for September, 1980:
PHYSICS—Scale 1
To work within a large Science Department and share in the teaching of Physics to all levels.
Applicants should be enthusiastic to teach Physics to 11-13 years and share in the teaching of Science or Physics to "A" level.
Applicants should be able to contribute to the life of the school and be willing to take a share of responsibility for pastoral work.
Applications (on forms available from the Head Teacher) to the Headmaster at the school.

SANDWELL
(Metropolitan Borough of)
MANOR HIGH SCHOOL
(11 to 18 Comprehensive)
Required for April 1980:
GENERAL SCIENCE—Scale 1
Letters of application stating full curriculum vitae and names and addresses of two referees, should be forwarded immediately to Head Teacher, Friar Park Road, Wednesbury, West Midlands.

SEFTON
(Metropolitan Borough of)
EDUCATION DEPARTMENT
ORMONDE HIGH SCHOOL
Hillside Road, Litherland, Liverpool
(11-18 Mixed Comprehensive, 100 Sixth Form)
Required immediately: TEACHER for SCIENCE to teach Science of Liverpool Bristol's teacher with last year Physics to junior level.
Apply in writing to Headmaster giving age, qualifications, experience, telephone number and two referees. Send SAE for further details. Closing date for receipt of application forms: March 14th, 1980.

**S

Secondary
Technical Studies
Scale 2 Posts
continued

HERTFORDSHIRE
COUNTY COUNCIL
EDUCATION DIVISION
ST. LAWRENCE SCHOOL
Broxbourne
12-2 educational: 1,000 pupils—
Scale 2 for Science.
Required for September, 1980, a
TECHNICIAN with ability and flair for
DESIGN and TECHNOLOGY. The
successful applicant will enjoy ex-
tensive day time facilities and opportu-
nity to work as one of a team
of Math. Scale 2 not for suitable
applicant and fringe allowance of
£177 p.a. Allied with teaching and
removal expenses may be possible.
Applications to the Headmaster
giving names of two referees or
telephone S.A.E. for further
details. S.A.E. please.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER DIVISION
AYLESHAM SECONDARY SCHOOL
Aylesham, Canterbury.
TEACHER required September,
1980, to teach Woodwork/
Technical Drawing/Studies
throughout the school, including
C.S.E. and 'O' levels. Scale 2
or 1 available for suitable applicant.
Applications by letter to the
Headmaster giving details of
qualifications and the names
and addresses of two referees.

TUNBRIDGE WELLS DIVISION
TUNBRIDGE WELLS TECHNICAL
HIGH SCHOOL FOR BOYS
St. John's Road, Tunbridge Wells.
(A Selective School of 800 boys,
11 to 18—with 150 in the Sixth
Form).
Required for September, 1980,
Scale 2
Assistant Teacher to TEACH METAL-
WORK to G.C.E. 'O' level and
above. Ability to assist in the teaching
of Engineering Drawing would
be welcome.
Copies of application giving de-
tails of qualifications and experience,
together with the names and
addresses of two referees should be
sent to the Headmaster as soon as
possible.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
BRISTOW SCHOOL
Avenue of Remembrance
Sittingbourne, Kent
Required for September, TEACHER
for WOODWORK and METALWORK
to Bristow School, Sittingbourne.
Possibility of A level work
later. Scale 2 post.
This is a Voluntary Controlled
13-18 selective school (800 boys
including 180 in Sixth Form), pro-
viding most of the "O" level and
all of the "A" level work for
the boys of the area.
Sittingbourne is situated between
Canterbury and the Medway towns
with easy access to London and the
North Kent coast.
Applications direct to the Head-
master at the school as soon as
possible.

MERTON
(London Borough of)
EDUCATION COMMITTEE
TAMWORTH GRANGE HIGH
SCHOOL
Tamworth Road, Mitcham,
Surrey. CR4 3BP
Headmaster: Mr. G. O. N. Edes,
M.A.
Tel. 01-764 5414
Age Range: 13-18 years
Number on Roll: 740
Required for September, 1980:
TEACHER of WOODWORK and TECH-
NOLOGY Scale 2 post required, with
special responsibility for assisting
year heads in the development. The
successful candidate should have
an interest in a design approach and
experience in the fields of Metal-
work and Graphic Communications.
The department is well equipped and
has established courses to C.S.E.,
'O' and 'A' level.
London Allowance £899. Local
expenses up to £400 and assistance
towards removal expenses will be
considered where appropriate.
Application forms and further de-
tailed of the post are available
from the Headmaster at the above
address, on receipt of a stamped-
addressed envelope.
Closing date: 14th March, 1980.

Scale 1 Posts

BARNET
(London Borough)
WOODFORD COUNTY SCHOOL
Woodford Green, Essex IG8 0UJ
Tel. 01-504 0077
Mixed Comprehensive: Roll 800:
Sixth Form 150.
Required as from as possible, two
teachers for HEBREW and RELIGIO-
USTUDIES. Both applicants
should be prepared to contribute
also in English and Geography,
with an opportunity for teaching A
level Hebrew. Lodgers, Bursary,
Assistant Staff, Local Allowance
and Fringe Allowance area, and
two drawing offices.
Please write to Headmaster giving full
details.
Ch. Sp. 1.8 Ave. C.S. SCHOOL
Dowsgate, London E.C.4
01-248 5828
A Mixed Comprehensive; Roll
800; Sixth Form and Technical.
Required September, 1980, as soon
as possible, a TEACHER of MATHE-
MATICS to teach Mathematics
throughout the school, including
Technical Drawing. Local Allowance
applicable. Lodgers, Bursary, Assis-
tant Staff, Local Allowance area,
and Fringe Allowance area.
Applications by letter giving full
details, to the Headmaster.

BERKSHIRE
THEALE GREEN SCHOOL
Theale, Reading
No. on roll: 1,295
7-18 fully co-educational com-
prehensive school (with form 7/1
for rural area as well. Reading
fringe, home based
system.
ASSISTANT MASTER for CRAFT
(Scale 1)
required September, 1980, to join
team of five in well-equipped
modern workshop with courses ran-
ging up to "O" and "A" level in
Design Technology, Woodwork,
Engineering Drawing, and to C.S.E.
in Area Engineering.
Applications to Headmaster as
soon as possible (S.A.E. please).
Closing date March 17.

BERKSHIRE
THE BULMESHIE SCHOOL
Lambourn Way, Wokingham, Reading
Number on roll 1,310
Required for September, 1980 (or
earlier if possible)
CRAFT TEACHER Scale 1
TUTOR for Craft (covering any
combination of the following: Wood
and/or Metal, Technical Drawing,
allied materials. We are seeking a
teacher with enthusiasm and flair
to work in the library Craft area
of the Design Centre. The position
offers valuable experience for
one wishing to make a career in
this area of the curriculum.
Flexibility of the craft centre offers
good scope for development of indi-
vidual skills, attitude, and a will-
ingness to develop interpersonal
and very important, the facilities
are excellent.
We are situated on the same
campus as the College of Further
Education and offer a very distinctive
opportunity for the successful candidate
to contribute to the curriculum
development policy for this
activity involved in the corporate
life of the school.
Application forms and further de-
tails (please quote ref. 1/2) S.A.
S.A.E.). Closing date March 10.

BRENT
(London Borough of)
KINGSBURY HIGH (MIXED)
SCHOOL
Princes Avenue, NW9 9JB
Situated in very pleasant surround-
ings. Roll 1,170. 11-18. 470 in
Sixth Form.
Required for September,
TEACHER of TECHNICAL BUS-
INESS STUDIES to teach Mathematics
within a Design and Technology
context (Scale 1). The Mathematics
Department has well-qualified staff
and excellent facilities for
C.S.E. in Woodwork, Metalwork
and Materials Technology, and
"O" and "A" level in Design
and Technology. Drafting Unit and
Technical Drawing. The post would suit
an enthusiast or career minded
teacher keen to gain experience
with an enthusiastic team and to
take charge of a workshop.
London Allowance of £899 per
annum is payable and there is a
scheme for assistance with removal
expenses (including legal fees, etc.).
Applications should apply by letter
to the Headmaster, giving curriculum
vitae and the names and addresses
of two referees.
Applications should be made
only on application forms and further
details can be obtained upon receipt
of a stamped addressed envelope.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for Removal
Expenses.
WADEBRIDGE SCHOOL
Comprehensive
Wadebridge PL27 5HD
(Group No: 18)
Number on Roll: 1,080
Headmaster: Mr. J. D. Godwin,
B.Sc.
TECHNICAL SUBJECTS—Scale 1.
Required for September 1980, on
retirement, a TEACHER of
METALWORK and ENGINEERING
to join a Department of 5 and
daughter North Cornwall Rural
School. Standards are high and
facilities are good. A keen interest
in sailing would be an advantage.
Commitment to outdoor pursuits
for suitably qualified teacher.
Closing date: 14th March, 1980.
Application forms/further details
from Headmaster on receipt of
S.A.E.

COVENTRY (City of)
OXYGREE SCHOOL
COMPREHENSIVE SCHOOL
Tramps Road, CV6 5BB
(1,060 on roll)
Serial Primary School:
Required Easter or September,
1980, TEACHER for BOYS'
CRAFT, preferably
Metalwork,
Scale 1.
Apply by letter giving full details
of qualifications, experience
and names and addresses of two
referees to the Head of
the school.
Canvassing disqualifying. Closing
date: 10th March, 1980.

DERBYSHIRE
EDUCATION COMMITTEE
HEATHERTON SCHOOL
Jubilee Road, Shelton Lock, Derby
Mixed Comprehensive
(Number on roll 1,426, 54 in
Sixth Form)
Required September, 1980,
TEACHER of WOODWORK, Scale 1.
This is a one-form appointment.
Letters of application giving
details of qualifications and
experience should be addressed to the Head-
master (S.A.E. please).

DERBYSHIRE
EDUCATION COMMITTEE
HEATHERTON SCHOOL
Swarkestone Road, Chellaston,
Derby
Required 1st September, 1980,
TEACHER of CRAFT, DESIGN
AND TECHNOLOGY, Scale 1
Mixed Comprehensive
(1,100 boys and girls, 19-18
years)
Required for September, 1980,
TEACHER of TECHNICAL DRAW-
ING, Scale 1. The post is for a
second subject would be in
supervising the Drafting Unit in main
building and the excellent facilities
including two well-equipped
rooms together with a large office/
preparation room.
Applications from college leavers
would be welcomed.
London Allowance £600.
Lodgings allowance may be
available.
Applications to the Headmaster
of the school should
be accompanied by the
names of two educational referees
S.A.E.

ESSEX
HAVLANDS SCHOOL
(Hoil 1,800)
Beaver Close, Chelmsford CM1 3QG
Telephone: Chelmsford 59765
TECHNOLOGY TEACHER, Scale 1
(Technical, Metalwork and Woodwork
subject in "O" and "A" level.
Group 1 co-educational comprehensive school.
TECHNICAL WOODWORK
WORK or TECHNICAL DRAWING,
Scale 1
Required to C.S.E. and "O" level.
Group 1 co-educational
comprehensive school.
HILL HOUSE SCHOOL
(Roll 1,470 mixed comprehensive
11-18)
Springfields Drive, Thundersley,
Benfleet
Telephone: Southend 558044
Required September, 1980,
TEACHER of WOODWORK (Scale 1)
CRAFT, DESIGN and TEA-
CHING (Scale 1) has four experi-
enced C.S.E. interest other Craft
activities advantageous.
MIDDLE SCHOOL (Roll 300)
Main Road, Chelmsford
Telephone: Chelmsford 60101
Required September, 1980,
TEACHER of CRAFT, DESIGN
AND TECHNOLOGY, Scale 1
Mixed Comprehensive
Required September, 1980, with
stress on Technical Drawing and
Craft, Drawing or Technology.
Examination work available.
TRUMPS HILL SCHOOL
(Roll 1,020)
Courtauld Road, Braintree
Telephone: Braintree 22701
TEACHER of CRAFT-DESIGN plus
Technical Scale 1
Required for September, 1980.
Closing date 14th March, 1980.
For all the above posts curriculum
vitae and names of referees to Head
Teacher concerned (foolscap S.A.E.
please).

HAMPSHIRE
MILL CHASE SCHOOL
Gordon RG24 0EH
(Mixed 11-18 comprehensive; mixed;
1,300 on roll)
TECHNICAL STUDIES. Excellent
facilities for teaching Aide/Metal
Woodwork and Technical Drawing.
Curriculum vitae, two referees to
Head with S.A.E.

HERTFORDSHIRE
COUNTY COUNCIL
EDUCATION DIVISION
ST. MARY'S RC HIGH SCHOOL
(Church of England Voluntary
Churchgate, Cheshunt,
Herts EN8 9ER
Group 10 school 900 pupils (boys
and girls 11-18)
London Allowance payable.
Required as soon as possible,
TEACHER of WOODWORK/TECH-
NICAL DRAWING Scale 1.
Applications by letter, curriculum
vitae and details of two referees to
the Headmaster.

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
ST. CUTHBERT'S HIGH SCHOOL
Woollen Street, St. Albans
Required for September, 1980,
TEACHER of WOODWORK, Scale
(Mixed Comprehensive, 11-18
years, 1,100 on roll)
Applications by letter giving full details
of qualifications and experience
to the Headmaster.

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
ST. JULIAN'S BOYS' SCHOOL
Hollen Street, St. Albans
Required for September, 1980,
TEACHER of WOODWORK/TECH-
NICAL DRAWING, Scale 1
(Mixed Comprehensive, 11-18
years, 1,100 on roll)
Applications by letter giving full details
of qualifications and experience
to the Headmaster.

HILLINGDON
(London Borough of)
GREENWAY SCHOOL
The Greenway, Uxbridge
(Number on roll: 1,000—48 in
Sixth Form)
Headmaster: H. R. Tirth, M.A.,
B.Sc.
Required as soon as possible,
TEACHER of CRAFT, DESIGN
AND TECHNOLOGY, Scale 1
Applicants must be a well
organised department in a new
purpose-built accommodation.
Applications from non-teaching
teachers will be welcomed.
Apply by letter to the Head-
master.
London Allowance payable.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
ST. RICHARD'S R.C. JUNIOR
HIGH SCHOOL
Martins Lane, Hull
Head: Mr. B. Ryan
Required from Easter or Septem-
ber, 1980, a TEACHER of CRAFT,
especially Woodwork and basic
subjects. A Scale 2 post may be
available for a suitably experienced
candidate.
Applicants must be able to teach
Religious Education to C.S.E.
Catholic special Agreement School
with 420 boys and girls aged nine
to 13 years.
Application forms available from
the Head, should be returned by
14th March.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
THE MEOPHAM SCHOOL
Wrotham Road, Meopham, near
Gravesend, Kent
(Roll: 1,010)
This developing sixth-form entry
mixed high school opened in pleas-
ant rural surroundings in September
1978. There is a comprehensive
intake into the lower school.
Required for September, 1980,
TEACHER for TECHNICAL STUD-
IES. Ability to offer and com-
bination Woodwork, Metalwork
and Technical Drawing.
Applications, without delay,
to the Headmaster, together with
curriculum vitae and naming two
referees. Tel.: Meopham 814646.

MIDDLESEX
MIDDLE DIVISION
SOUTHGATE THE HUNDRED
HIGH SCHOOL
(Boys)
(Educational: 2,100 pupils)
TEACHER required to September
for METALWORK and some TECHNI-
CAL DRAWING Scale 1 in this
Upper Comprehensive School.
This is a industrial school and
a teacher is sought who would
like to raise high standards of
work and responsibility in well
equipped and successful department.
Assistance will be given in finding accom-
modation. This is a very good
appointment for a new teacher to
the profession.
Letters of application with the
names of two referees, to be for-
warded to the Headmaster.

TONBRIDGE AND MALLING
DIVISION
HOVE COMMON SCHOOL
Shipbourne Road, Tonbridge
(Roll, 780)
Required for September,
METALWORK Scale 1
(Mixed Comprehensive
of 780 pupils, 11-18 years)
Applicants must be able to teach
Design Technology as
required and be prepared to
take charge of a workshop
Applications should be made
by letter giving full details
of qualifications and
experience to the Headmaster.
Applications from non-
teachers considered.
The Headmaster's comprehensive
Scale 1 post, specifications
names and addresses of two
referees to be given
enclose a stamped addressed
envelope.

MAIDSTONE DIVISION
MAIDSTONE GRAMMAR
SCHOOL FOR GIRLS
Boughton Park, Maidstone
(Situated in pleasant
surroundings this Upper Grammar
Girls' School of 13 to 18 years
range of academic ability
Required in September,
or TECHNICAL DRAWING,
Ability to teach
Technical Drawing and Mathe-
matics would be a very
strong recommendation
facilities.
The post would suit a teacher
in the profession of art or
technical education who is
qualified and experienced
enough to contribute to the life
of the
School.
Applications to the Head
quoting the names of two
referees.

SHEPWAY DIVISION
SOUTHCLIFF HIGH SCHOOL
(Founded 1910. New
Southcliff's School of 1
voluntary aided
school with about 1000
girls, aging all the
Romney Marsh, New Romney
Sidcup Kent
A TEACHER of WOODWORK
guired from the start of
term, but as soon as
September would be
Technical Drawing
Technical Studies
Technical Studies
Technical Studies

SOUTH GLAMORGAN COUNTY COUNCIL

SECONDARY APPOINTMENTS

TEACHERS : SCALE 1

It is anticipated that there will be a number of vacancies in Secondary Schools in the following subjects for September, 1980, and applications are invited from suitably qualified teachers:

CRAFT DESIGN AND TECHNOLOGY
MATHEMATICS
MODERN LANGUAGES
SCIENCES

Please state main and subsidiary subjects.

YSGOL GYFUN GYMRAEG GLANTAF, CAERDYDD
Yn ola Medi 1980 bydd yr ysgol yn cynydd i synnwyr diwyddyn 1, 2, 3 lle a bydd angen llenwi swyddi canlynol :
1. PENNAETH ADRAN DDILEO (GRADDFA 3)
2. PENNAETH ADRAN DABARYDDIAETH (GRADDFA 3)
3. PENNAETH ADRAN ADDYSG GREFYDDOL (GRADDFA 3)
4. ATHRO/ATHRAWES i fod yn ail yn yr Adran Gymraeg. Graddfa 2, and ystyrir Graddfa 3 ar gyfer yr ymgeisydd a phrofiad addeiladu.
5. ATHRO/ATHRAWES i ddysgu Saesneg a Drama. Graddfa 2 am gymwysterau a phrofiad addas.

WILLOWS HIGH SCHOOL, CARDIFF (11-18 COMPREHENSIVE)
FORM ENTRY
WELSH AND RELIGIOUS EDUCATION
SCALE 1 PLUS S.P. ALLOWANCE

Required for April, 1980 to teach Welsh mainly in the lower school, and Religious Education. This is temporary until 31st August, 1980. Application forms may be obtained on receipt of a stamped addressed foolscap envelope from the undersigned, to whom completed forms should be returned within 10 days of the appearance of this advertisement.

F. J. Adams, Director of Education, Education Office, Kingsway, Cardiff.

SAMUEL WARD UPPER SCHOOL

Haverhill

This new purpose-built Upper School (13-18 mixed, 8-form entry) opened in September, 1978, and is developing to about 850 places, with a large Sixth Form. Applications are invited from committed and suitably qualified teachers for the following Scale 1 posts:

1. CHEMISTRY
to join closely knit Nuffield team.

2. TECHNICAL STUDIES
Wood or metal specialism.

3. ENGLISH
Interest in drama or publications welcomed.

4. REMEDIAL
(plus Special Class allowance)—withdrawal pattern.

Haverhill is an expanding town situated in attractive countryside within easy reach of Cambridge and the M11. The local housing authority is prepared to give special consideration to the provision of housing for teachers.

Further details and application forms, obtainable (stamped addressed envelope, please) from the Headmaster, Samuel Ward Upper School, Chalkstone Way, Haverhill, Suffolk, CB9 0LD. Closing date for applications: 11th March, 1980.

Suffolk County Council

City of Manchester Education Committee

SCALE 1

BIRLEY HIGH SCHOOL
Ohlebeach Road, Hulme, Manchester M15 6FU
Required as soon as possible a teacher of TYPING, OFFICE PRACTICE, and, if possible Shorthand.
This is a supply appointment due to absence from illness.
A teacher able to offer part-time will be considered.
Apply by letter to the Headteacher at the school.

DEVELOPMENT TEACHER
CENTRAL High SCHOOL FOR GIRLS
Grafton Street, Manchester M13 9XA
This is a fifth comprehensive with 900 pupils and a large sixth form.
GENERAL SCIENCE teacher.
This is a temporary appointment for one term to cover a period of maternity leave.
Closing date 12 March, 1980.

CENTRAL HIGH SCHOOL FOR BOYS
Kirkmanshulme Lane, Manchester M12 5GL
Required from April 1980 (earlier applicants will be considered) a Teacher of TECHNICAL SUBJECTS: this appointment would initially involve the successful candidate in teaching Metalwork in the Upper School. It is a permanent appointment.
Closing date 14 March 1980.

SURRAGE HIGH SCHOOL
Surrage Lane, Manchester M19 1BU
Two temporary teachers to join a first or third year team working with boys of below average ability.
The posts will also include the teaching of reading to small withdrawal groups and games. The ability to teach Lower School French would be an advantage.
MOSTON BROOK HIGH SCHOOL
Northampton Road, Manchester M10 9PF
Required for Summer Term (one year in the first instance) a TEACHER of ENGLISH.
due to promotion, at this purpose built 11-18 comprehensive of 1,250 boys & girls (interest in drama could prove an advantage).
Closing date 14 March.

LORETO SIXTH FORM COLLEGE
Ohlebeach Road, Manchester, M15 6PE
1. Graduate teacher of ENGLISH to assist in the teaching of English to 'O' and 'A' level. This is a temporary appointment.
2. Temporary teacher of FRENCH.
Graduate teacher of FRENCH required for Summer Term 1980 to assist in the teaching of French to Advanced Level. Experience of 'A' level teaching would be a great advantage.
Applications with curriculum vitae and the names of two referees to the Principal.

Unless otherwise stated all posts are available from April 1980. Application forms are available from the Head of the School to whom they should be returned as soon as possible unless a date is specified.

SCOTTISH APPOINTMENTS

Independent Schools

Mathematics

EDINBURGH

MERCHANT COMPANY SCHOOLS
DANIEL STEWART'S AND MELVILLE COLLEGE
H.M.O. Open-Aided
1770 boys in Senior School

MATHEMATICS TEACHER

Required as from 25th August, the Mathematics Department, which teaches pupils from Primary 7 up to Form VI, has had a fine record of success in recent years. Suitable applicants would be given all opportunities to teach Form VI work if desired. The successful applicant will be expected to share in Co-curricular school life, from junior levels upwards; it has a micro-computer and a computer telephone link.

Candidates should be registered with the G.T.C. or be eligible for registration, i.e. they should have completed a suitable course of teacher training. Salary according to Scottish National Scale.

Please apply as soon as possible to the Principal, Daniel Stewart's and Melville College, Queensferry Road, Edinburgh EH4 3EB, giving full details of qualifications, experience, (if any) and interests, together with the names of two referees.

PERTHSHIRE

GLENALMOND
Required for September, 1980: HONOURS GRADUATE to teach MATHEMATICS at all levels with share of Advanced work (both pure and applied) required at Sixth level and beyond for suitably qualified candidate.

Free bachelor and married accommodation provided. Gym salary scale (above Burnham).

Please apply, giving full details and naming two or more referees, to the Warden, Trinity College, Glenalmond, Perthshire PH1 3HY.

Modern Languages

EDINBURGH

FETTES COLLEGE
(Independent: mostly boarding: 450 boys aged 10 Sixth Form Entry)
Required for September 1980 to teach MIDDLE AND SENIOR GRADES throughout the College, including French to Oxbridge Entrance level, to Ability, to other German to Advanced level an advantage. Willingness to join in extra-curricular activities as added recommendation.

Fettes salary scale.

Accommodation available for unmarried teacher.

Further information and application (tel. 031-332 2201), the Headmaster

Science

MIDLOTHIAN

DXENFOORD CASTLE
Pathhead, Dalkeith EH37 5UO
(105 girls, aged 11-17)

Required for September 1980 a GRADUATE TEACHER of BIOLOGY to teach throughout the school, O.C.E. 'O' level and C.S.E. 1 grade.

Preference will be given to applicants who are willing to share in games and take a full part in the life of the community.

Applications together with a curriculum vitae and names and addresses of two referees to be made to the Principal, from whom further details are available.

CENTRAL REGIONAL COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified teachers registered with the General Teaching Council for Scotland for the following posts :—

PRINCIPAL TEACHER OF CHEMISTRY

St. Modan's High School, Stirling
(Tel.: Stirling 70962)

Applicants are required to be approved by the Roman Catholic Church representative.

Further details are available from the Rector of the school. Application forms are available from the Director of Education, Room 205, Central Regional Council, Viewforth, Stirling, to whom they should be returned not later than Monday, 17th March, 1980.

TEACHER OF MATHEMATICS

Graeme High School, Falkirk

These appointments have been designated as key posts and resettlement expenses up to a maximum of £650 together with a lodging allowance for a period not exceeding three months. Casual user car allowance payable.

Requests (quoting Ref. No. 172) for application forms should be made to the Personnel Officer, Town Hall, West Bridgeford NG2 5DB (tel. 0602 2434), 24-hour answering service. Closing date 18th March, 1980.

Tayside Regional Council

EDUCATION DEPARTMENT

POSTS OF RESPONSIBILITY

NURSERY
(D) JESSIE PORTEE NURSERY SCHOOL, DUNDEE
HEAD TEACHER (R.A. £1,440). Roll : 120.

PRIMARY
(A) HAYSHEAD PRIMARY SCHOOL, ARBROATH
HEAD TEACHER (R.A. £3,093). Roll : 336.

SECONDARY
(A) CARNOUSTIE HIGH SCHOOL
PRINCIPAL TEACHER of HOME ECONOMICS (R.A. £1,722).
(A) FORFAR ACADEMY
ASST. PRINCIPAL TEACHER OF GUIDANCE (R.A. £919).
(C) GROVE ACADEMY
ASST. HEAD TEACHER (R.A. £2,163).
(D) ST. SAVIOUR'S R.C. HIGH SCHOOL, DUNDEE
ASST. HEAD TEACHER (R.A. £2,148).
(G) MONIFIETH HIGH SCHOOL, DUNDEE
ASST. HEAD TEACHER (R.A. £2,148).
PRINCIPAL TEACHER OF GUIDANCE (R.A. £1,784).
(C) WHITFIELD HIGH SCHOOL, DUNDEE
ASST. HEAD TEACHER (R.A. £2,598).
PRINCIPAL TEACHER OF GUIDANCE (R.A. £1,418).
ASST. PRINCIPAL TEACHER OF GUIDANCE (R.A. £711).
(D) HARRIS ACADEMY, DUNDEE
ASST. PRINCIPAL TEACHER OF GUIDANCE (R.A. £711).
(P) ALYTH HIGH SCHOOL
PRINCIPAL TEACHER OF ENGLISH (R.A. £1,784).
(P) EMMANUELBANK ACADEMY, BERVIE
PRINCIPAL TEACHER OF BUSINESS STUDIES (R.A. £750).
(P) CHIVEY HIGH SCHOOL
PRINCIPAL TEACHER OF MODERN LANGUAGES (R.A. £640).
PRINCIPAL TEACHER OF HISTORY & MODERN STUDIES (R.A. £968).
(P) KINROSS HIGH SCHOOL
PRINCIPAL TEACHER OF CHEMISTRY (R.A. £968).
PRINCIPAL TEACHER OF GEOGRAPHY (R.A. £968).
PRINCIPAL TEACHER OF PHYSICAL EDUCATION (R.A. £968).
(P) PERTH ACADEMY
PRINCIPAL TEACHER OF PHYSICS (R.A. £1,624).

TEACHER POSTS

(A) MONTROSE ACADEMY
TEACHER OF SPECIAL CLASS (Secondary) (10 Pupils).
(P) ELAIEOCHRIE HIGH SCHOOL
FRENCH & GERMAN.

Applicants for full-time posts must satisfy the Roman Catholic Church Authorities as to their religious belief and character.

Application forms and full details are obtainable, according to post-annotations, from :—

(A) Divisional Education Officer, County Buildings, Forfar DD8 3LX.
(D) Divisional Education Officer, Floor 7, Tayside House, 28 Crichton Street, Dundee DD1 4HJ.
(P) Divisional Education Officer, 8 York Place, Perth PH2 8EW.

The closing date for the receipt of applications is Monday, 17th March, 1980.

Special Education

DUMFRIES AND GALLOWAY
REGIONAL COUNCIL
EDUCATION DEPARTMENT
SPECIAL EDUCATION
(Re-advertisement)

Applications are invited suitably qualified teachers for posts in the following undomiciled posts :

BERDALE ADVISORY EDUCATION CENTRE, Dumfries

SPECIAL CLASS
ANNAN ACADEMY

SCHOOL FOR HALIDAY CHILDREN
Dumfries
Dumfries

Application forms may be obtained from the Director of Education, Education Offices, Dumfries, to whom completed applications should be returned by 14th March, 1980.

Secondary Education

DUMFRIES AND GALLOWAY REGIONAL COUNCIL

EDUCATION DEPARTMENT

Applications are invited suitably qualified teachers for the undermentioned posts :

SECONDARY

CASTLE DOUGLAS HIGH SCHOOL
Roll 699

TEACHER OF MUSIC
(There may be a team vacancy available within this post).

CASTLE DOUGLAS HIGH SCHOOL
Roll 699

TEACHER OF MODERN STUDIES
(plus additional teaching)

ANNAN ACADEMY
Roll 1,336

TEACHER OF HOME ECONOMICS

DUMFRIES HIGH SCHOOL
Roll 1,180

TEACHER OF MATHEMATICS

LANGHOLM ACADEMY
Roll 380

TEACHER OF MODERN LANGUAGES

FURTHER EDUCATION
Applications are invited suitably qualified teachers for the following posts :

DUNDEE
HIGH SCHOOL
JUNIOR SCHOOL
TEACHER: PHYSICS

Applications are invited from suitably qualified registered Teachers for the above permanent post available from the beginning of Session 1980-81.

The successful applicant will be expected to undertake good class teaching. Experience in the preparation of individual learning materials for groups within the class situation would be an advantage as would a willingness to participate in extra-curricular activities.

Further particulars and a form of application are obtainable from the Rector, Dundee High School of Dundee, by written application should reach him not later than Friday, 14th March.

Educational Courses

EDINBURGH

T.E.F.L. COURSE
APRIL 14-MAY 9th

Full-time R.G.A. preparatory course for teaching of English as a foreign language.

Application forms and details from: The Hall Paterson Centre, 38 Dalkeith Road, Place, Edinburgh EH8 9AX.

Primary/Secondary Education

Scale 1 Posts

BORDERS

REGIONAL COUNCIL
SCHOOL
TEACHING POSTS

ST. RONAN'S PRIMARY SCHOOL
Innerleithen
Headteacher: Mr. D. Shore
TEACHER of Primary 4 (temporary)

SECONDARY SCHOOLS
TEACHING POSTS
BUSINESS STUDIES

HAWICK HIGH SCHOOL
Hawick, 2580
Roll 1,439

Application forms for all posts may be obtained from the Personnel Manager, Regional Headquarters, Newton St. Boswells. Completed forms should be returned to the Personnel Manager, Regional Headquarters, by Monday, 10 March 1980.

Administration

Local Education Authority

FIFE REGIONAL COUNCIL
CARDENDEN SERVICE

A vacancy has occurred in the Leysmouth area Office, Lumphinnans, for an Office Clerk who must have good Olympia and arithmetic and which carries experience of typing.

Salary scale £3,674-£4,502 (Ref. 2/2/2) according to experience.

Application form may be obtained from the Manager, Lumphinnans Office, to whom completed forms should be returned from the Director of Education, Fife Regional Council, Kirkcaldy, Fife.

SCOTTISH APPOINTMENTS

Applicants for posts in local or grant-aided primary and secondary schools are specifically the registration requirements of the General Teaching Council for Scotland, 5 Royal Terrace, Edinburgh.

Other than by Subject Classification

Primary and Secondary Schools

Headships

WEST SUSSEX
NORTH MID AREA
CATHERINGTON SCHOOL
Maidenbower, Langley Green
Crawley, Sussex
Roll 1,000
HEAD TEACHER required for September 1980. Applicants must be fully qualified (G.C.E. or M. II, qualification).
A purpose-built Day School: excellent facilities, for 800-plus mentally handicapped children.
London Fringe Area allowance.
Temporary service in vacancy may be allowed according to circumstances.
Form and details from Education Officer, County Hall, Parts Nove and Hornsham Road, Crawley, Sussex. SO-RECRUITMENT.

HEAD/DEPUTY School for maladjusted children, Hampshire, Fair Oak 3621.

Deputy Headships
Senior Masters/Mistresses

HARINGEY
Borough of
Required for April or September 1980
GALE SCHOOL
Vacancy for a TIPS
DEPUTY HEAD TEACHER
(Group 1)
The Gale School is an all-age day school for physically handicapped pupils. It has well-established IMPETUS and ability centre and a major centre of the Greenwood Unit for Spina Bifida. Successful secondary department in local comprehensive on site.
A candidate is sought with wide special education experience and a diploma in special education and who would be able to take particular responsibility for the on-going development of the curriculum.
Candidates requiring further details or wishing to visit the school should contact the Head Teacher, Mr. J. Hill, telephone 800 4703.
London Allowance £400 payable.
Normally expected that boys of good intelligence.
Apply with curriculum vitae and the names of two referees, to the Principal, Lance Morris, M.A., Hornsey National College for the Blind, College Road, Hereford HR1 1EB, by March 7, 1980.

KENT
ROYAL SCHOOL FOR DEAF
(MIXED) SAINT MARGARETS
Victoria Road, Margate, Kent
Required for September 1980
SENIOR DEPUTY HEAD TEACHER
Applicants are invited from qualified and experienced teachers of this nationally known Centre of excellence to be sent to the Headmaster who may be obtained from the Secretary, Education Department, County Hall, Maidstone, telephone Maidstone 671411.

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
CHARLES EVANS R.C. SCHOOL
Rectory Road, Walsall WS2 8QA
Required for April, 1980, qualified and experienced TEACHER for a permanent Scale 2 post, required to teach a class or equivalent R.E.M. (3) students and to be responsible for the curriculum development of Religious Education and language skills throughout the school. Closing date: March 4, 1980.
Application forms may be obtained by letter to the Head Teacher of the school, to whom the completed forms should be returned by 6.A.E.

Other Posts on Scale 2 and above

DORSET
COUNTY COUNCIL
EDUCATION COMMITTEE
ASSISTANT MATRON resident or non-resident
BICKNELL SCHOOL
Bournemouth, Dorset
This is a residential school for educationally disturbed boys of good intelligence.
Salary in accordance with scale 3 £4,080-£4,551. If you hold an approved Matron's qualification the salary will be extended to £4,776.
Superannuation, night for restaurant, supplement duties, where applicable.
Applicants should be qualified or experienced in a residential school.
Generous annual leave, plus 10 days for further educational days.
Apply for further details and application forms from the Principal at the School. Closing date is 14th March.

EALING
London Borough of
EDUCATION SERVICE
TURNFORD SCHOOL, Northolt
CLASS
CHESTON FIRST SCHOOL
Oldfield Lane, Greenford, Middlesex UB6 9LD
Required for April, 1980, or as soon as possible, a TEACHER for small class of up to eight emotionally disturbed young children in the infant phase school. The work is closely linked with the Child Guidance Centre, which employs a psychologist, Mrs. Brandon (tel. 01-997 0371), who will give further information.
Applicants should have suitable teaching experience or some training in helping young disturbed children.
Scale 2 salary plus Greater London Allowance.
Application forms obtainable from the Chief Education Officer, Dudley Road, Wembley, Middlesex HA9 7EE. Telephone 01-904 1621 (ext. 2 or 3) or personally.

EAST SUSSEX
COUNTY COUNCIL
TOWNFIELD SPECIAL SCHOOL
Hill Road, Hastings TN34 3JP
Headmistress: Mrs. M. Hill
Required Easter 1980—TEACHER with special interest and experience to take charge of small class of children with learning difficulties. Scale 2 post with special responsibility.
Applicants forms obtainable from the Headmaster at the school.

HAYSHOTT SCHOOL
SOUTH EAST HANTS AREA
WATERLOOVILLE SCHOOL
Sea Street, Hill Road, Waterlooville, Portsmouth
(All age day maladjusted)
Required for new purpose built maladjusted school opening in September, HEADS OF DEPARTMENT (three posts - Scale 2/3).
Apply to Headteacher, enclosing S.A.E. for details and application form (29) requiring during Spring Term/Holiday 20/4/4.

HERTFOROSHIRE
COUNTY COUNCIL
HILL HOUSE SCHOOL
Wood Hill, Stevenage, Herts.
PRIMARY TEACHER required April at this Junior Boarding School for emotionally disturbed children aged 8. This is a unit of one teaching responsibility. Experience in dealing with children essential. Accommodation available. Visits welcome.
Apply by letter to headmaster quoting two referees.

HAVERING
London Borough of
TEACHER, Scale 2/3 for new unit for emotionally disturbed children at Oglethorpe J. M. and I. school, Ashvale Gardens, Gresham, Upminster.
For further details see our display advertisement under secondary vacancies.

LINCOLNSHIRE
SPILSBY BRESOY SCHOOL
Broshy Avenue, Spilsby
(Group 4B : roll 45)
Applications are invited from suitably trained teachers (Scale 2/3) CURRICULUM DEVELOPMENT POST in this Day Special (E) School which provides an education for handicapped boys and girls aged three to 19. Experience in Special Schools desirable but not essential.
Send for application form and further details.
Closing date, March 14, 1980.

NEWCASTLE
REGIONAL SERVICES TO HEARING IMPAIRED CHILDREN
QUALIFIED TEACHER OF THE DEAF
A qualified TEACHER of the deaf will be required to work in Newcastle upon Tyne from September, 1980.
The successful applicant would initially be required to fulfill a dual role, partly to augment peripatetic work within the city and to work in association with the full-time teacher of the deaf in the unit attached to Stanfordes Comprehensive School. It is anticipated that the appointment will become a full-time placement at the unit.
Applicants must hold a current full driving licence.
Salary Scale 3 plus Special Schools Allowance payable.
Further information and application forms may be obtained from Miss P. Forster, Head of Regional Service (telephone Heaford Fulbrook), Centre for Hearing Impaired Children, Horton Grange, County Hall, Morpeth, Northumberland, NE64 4HC. Tel. Morpeth 3093.

SURREY
EDUCATION COMMITTEE
Appointments
WHITEGATE SCHOOL
VIRGINIA WATER
Required for TEACHER of the Physically Handicapped.
Suitably experienced and qualified permanent teacher required to work with physically handicapped children and support for certain visually handicapped children of nursery age upwards and the majority of primary school age both in their homes and in school.
Salary: Scale 3.
The holder of the post will be an essential car user.
Further details and application form available from the County Education Officer, Kingston upon Thames, KT1 2DJ. (Ref TP/ANE).

WILTSHIRE
Salisbury, SP2 8QB
SALISBURY HIGH COMPREHENSIVE SCHOOL
Castle Street, Salisbury
Group 4B : Roll 1,136
Required for April, a TEACHER for one A.E.N. class at two, a suitable candidate could be offered responsibility for the unit on scale 2 if the school has a policy of integrating the children as much as possible in the ordinary classes. The school is a 13-18 upper school of 1,136 pupils in the city of Salisbury and is sited in open country on the edge of the city. Salary scale inclusive of Special Schools allowance.
Further details and application forms from the Headteacher, on receipt of S.A.E.

Scale 1 Posts

AVON COUNTY
SOUTH BRISTOL SCHOOL
Novers Hill, Bishopsworth, Bristol BS4 1BA
Required as soon as possible, TEACHER qualified by training and/or experience to help visually handicapped children both blind and partially sighted. Scale plus Supplement.
Further details from the Headmistress, Brenda Jones.

BATH (near)
MASTER/MISTRESS required as soon as possible for the BOY'S DEPARTMENT of a children's home with special responsibility for those with learning difficulties for whom attends the S.S.D. occasional C.F.
Apply: Headmaster, Ravenscroft School, Farleigh Hungerford, near Bath.

CITY OF MANCHESTER
EDUCATION COMMITTEE
SERVICE FOR THE HEARING IMPAIRED
SHAVEROOK SCHOOL
Birchfield Road
West Didsbury, Manchester, M20 6GG
Telephone 061-448 8172
Scale 1 TEACHER required for a temporary post commencing 23 March 1980, for a candidate with special interest in Mathematics at primary and middle school levels is preferred.
Duties will be a teacher of the deaf who would be on seven days but is not responsible. Scale 1 plus Supplement.
Suitably qualified teachers may apply for the post.
Apply to the Headmaster, enclosing a stamped addressed envelope for a copy of the job description.

HERTFORDSHIRE
ST. ELIZABETH'S R.C. SCHOOL FOR CHILDREN WITH EPILEPSY
Much Hadham
Herts SG10 6BW
Roll: 60
Ages 8-16, Girls 8-16 years
Require : qualified CRAFT TEACHER. Pottery specialist. Some Woodwork may be included in timetable. Ability to help with Boys' Games an advantage.
Temporary post for summer term. Possible permanent post for September 1980.
Apply with two references to Headmistress.

NORTHAMPTONSHIRE
SARTHILD PARK SCHOOL
Thrapston Road, Wellingborough, Northants NN8 4PT
Required for September Term:
Experienced NURSERY/INFANT TEACHER for Nursery class (five to six years) in the special school of 70 E.S.N. children. Scale 2 plus Special Schools Allowance. It will be an advantage for applicants to have worked in special schools or successfully completed an advanced course.
Prospectus and application forms available from the Headmaster, Mr. J. Ellis.
Closing date: 14th March.

ESSEX
TEMPORARY TEACHER required for one term to March 1980 GENERAL SUBJECTS to small class of maladjusted boys at Oaks Parker School.
In future extensive duties for were expected. Scale 1 (unqualified, Special Schools).
Apply to Secretary, Naval Education Service Schools, 37-1 Mill Road, Cambridge.

ESSEX
TEACHER for GENERAL SUBJECTS with an interest in Art and Craft required for maladjusted boys at the Oaks Parker School.
Northern Scale with Special Schools Allowance, plus Attendance Duty per annum (Mandatory 32 hours per annum).
Applications to Secretary, Naval Education Service Schools, 37-1 Mill Road, Cambridge.

GLOUCESTERSHIRE
ADLESTROP PARK SCHOOL
Moreton-in-Marsh, Glos.
(Tel.: Kingham 253)
PHYSICAL EDUCATION and GENERAL SUBJECTS.
Required: Current applicants need not apply again.
A full-time qualified TEACHER is required as soon as possible to accept responsibility for physical education throughout the school and to teach general subjects.
This independent school caters for 80 maladjusted boys between the ages of 11 and 16 years. Classes are no larger than 10 pupils and there is therefore considerable scope for individual teaching.
The person appointed will join a teaching staff of six full-time and one part-time teachers, and will be able to work within a structure of clearly defined boundaries. A person who is firm, energetic and caring would find this position attractive.
Residential work is demanding in both professional and personal terms and requires genuine commitment to the educational welfare of the children and their emotional welfare of colleagues. The ability to work within a multi-disciplinary team is essential.
There is a possibility of accommodation.
Salary is based upon Burnham Scale 1, plus Special Schools Allowance and the usual school holidays are agreed.
Application forms and further particulars from the Principal, of the school.

HERTFORDSHIRE
ST. ELIZABETH'S R.C. SCHOOL FOR CHILDREN WITH EPILEPSY
Much Hadham
Herts SG10 6BW
Roll: 60
Ages 8-16, Girls 8-16 years
Require : qualified CRAFT TEACHER. Pottery specialist. Some Woodwork may be included in timetable. Ability to help with Boys' Games an advantage.
Temporary post for summer term. Possible permanent post for September 1980.
Apply with two references to Headmistress.

NORTHAMPTONSHIRE
SARTHILD PARK SCHOOL
Thrapston Road, Wellingborough, Northants NN8 4PT
Required for September Term:
Experienced NURSERY/INFANT TEACHER for Nursery class (five to six years) in the special school of 70 E.S.N. children. Scale 2 plus Special Schools Allowance. It will be an advantage for applicants to have worked in special schools or successfully completed an advanced course.
Prospectus and application forms available from the Headmaster, Mr. J. Ellis.
Closing date: 14th March.

ESSEX
TEMPORARY TEACHER required for one term to March 1980 GENERAL SUBJECTS to small class of maladjusted boys at Oaks Parker School.
In future extensive duties for were expected. Scale 1 (unqualified, Special Schools).
Apply to Secretary, Naval Education Service Schools, 37-1 Mill Road, Cambridge.

ESSEX
TEACHER for GENERAL SUBJECTS with an interest in Art and Craft required for maladjusted boys at the Oaks Parker School.
Northern Scale with Special Schools Allowance, plus Attendance Duty per annum (Mandatory 32 hours per annum).
Applications to Secretary, Naval Education Service Schools, 37-1 Mill Road, Cambridge.

GLOUCESTERSHIRE
ADLESTROP PARK SCHOOL
Moreton-in-Marsh, Glos.
(Tel.: Kingham 253)
PHYSICAL EDUCATION and GENERAL SUBJECTS.
Required: Current applicants need not apply again.
A full-time qualified TEACHER is required as soon as possible to accept responsibility for physical education throughout the school and to teach general subjects.
This independent school caters for 80 maladjusted boys between the ages of 11 and 16 years. Classes are no larger than 10 pupils and there is therefore considerable scope for individual teaching.
The person appointed will join a teaching staff of six full-time and one part-time teachers, and will be able to work within a structure of clearly defined boundaries. A person who is firm, energetic and caring would find this position attractive.
Residential work is demanding in both professional and personal terms and requires genuine commitment to the educational welfare of the children and their emotional welfare of colleagues. The ability to work within a multi-disciplinary team is essential.
There is a possibility of accommodation.
Salary is based upon Burnham Scale 1, plus Special Schools Allowance and the usual school holidays are agreed.
Application forms and further particulars from the Principal, of the school.

OXFORDSHIRE
COUNTY COUNCIL
WOODSTOCK MANOR
Woodstock, Oxford
OX20 1TR
Required for September 1980, a TEACHER (Scale 1) for this mixed E.S.N.(M) boarding residential school for 90 children, 11-16 years. The successful applicant will be required to teach basic subjects to a small class of pupils. Special school experience an advantage.
Break down in the fixed Trustee for an Education long, including S.A.E.

Education

Appointment of Principal

FOREST FIELDS SIXTH FORM COLLEGE
Carlton Road, Nottingham
Qualified teachers are invited to apply for appointment as Principal of the above college. The vacancy is created by the retirement of the present Headteacher.
Number on roll : 450 (18-19)
Salary Group : 10
Vacant : 1st September, 1980
Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.
Closing date : 14th March, 1980.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

UNITED WORLD COLLEGE OF THE ATLANTIC

Vacancies from September, 1980

A TEACHER of EAST ASIAN and RECENT WORLD HISTORY to act also as Director of the College China-Japan Resource Centre (re-advertisement).

A TEACHER of MATHEMATICS at both Higher and Subsidiary Levels. Ability to teach Computing an advantage.

Atlantic College, first of the Sixth-Form United World Colleges, prepares its students for the International Baccalaureate. All students attend on scholarships from over 60 countries.
Further particulars from the Headmaster, Atlantic College, Llantwit Major, S. Glamorgan. Closing date 8th March, 1980.

County of Cleveland

SPECIAL SCHOOL

SCALE 2(S) POST (Re-advertisement)

SALTERGILL SCHOOL
Maladjusted boys, residential 7-18 years, Kirklevington, Yarm, Cleveland
Required for September, 1980, a suitably qualified and experienced teacher to be responsible for Mathematics and the co-ordination of C.S.E. work generally. The vacancy is due to promotion.
The person appointed will be required to undertake extraneous duties not exceeding 15 hours per week for which a payment of £1,188 per annum is made.
Further details obtainable from the Head Teacher.
Financial assistance with household removal expenses is available in approved cases.
Application may be made by letter or on application forms obtainable from the Head Teacher at the address shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of two referees.
Letters of application and completed application forms should be submitted direct to the Head Teacher not later than 14th March, 1980.

MULBERRY BUSH SCHOOL

STANDLAKE, WITNEY, OXON.

Headmaster: John Armstrong, M.Ed.
Therapeutic Adviser: Christopher Reeves, M.A., Ph.D.

A vacancy has occurred in this well established school for thirty-six disturbed children (aged five to twelve years). The children are intelligent but most have learning blocks; there are about seven children to a class group. We seek to meet the needs of the children, all of whom have experienced early emotional deprivation, through a careful co-ordinated team approach.
The work is intensive and demanding and requires staff with intelligence, sensitivity and an ability to relate to disturbed and disruptive children. Support and training are provided at team level by staff meetings and case conferences and on an individual basis through weekly consultations with the school's therapeutic adviser.

TEACHER

Accommodation is available but staff may be non-resident by agreement. Salaries are based on Burnham; 12 weeks' holidays a year; 11 days a week.
For further information or informal interview please write to the headmaster with brief details.

SPECIAL EDUCATION
Scale 1 Posts
continued

SOLIHULL
EDUCATION COMMITTEE
HUNTLANDS CHESS SCHOOL
E.S.N. (M)
(Group 5)
Brueton Green Road, Shirley, Solihull, West Midlands B90 2LL
Required April, 1980 TEACHER with appropriate qualifications and experience for the school for mentally handicapped children. Scale 2/3, post available for suitable candidate. Applications from low experienced teachers seeking a Scale 1 post will also be considered.
Application forms can be obtained from the Headmaster, (tel. 021-744 2778) and should be returned within 7 days of the appearance of this advertisement, Roger Palmer, S.A.L.

VOLUNTARY SERVICE OVERSEAS
TEACHERS OF MENTALLY HANDICAPPED
We are looking for experienced ESN teachers for the following posts commencing in September:
THAILAND
PA Yai Training School/Hospital near Bangkok to train local teachers and advise on curriculum and future educational development. There are 300 young people at the centre aged between 7 and 18.
SRI LANKA
Ceylon Orthotics & Mentally Retarded Colombo. Single man (25 plus) to set up short-term work-shop and training centre. Short term is also a possibility for a further vacancy for an experienced ESN teacher in Tamil.
Terms of service: local salary but we provide large accommodation and MV Bursary assistance contributions during the two year position. Closing date for applications 10 March.
Write for further details to The Social Development Officer, Room 524, Voluntary Service Overseas 9 Belgrave Square, London SW1X 8PH.
Tel: 01-235 5191.

WALTHAM FOREST
London Borough of
The Borough is within easy reach of Central London and is Bordered by Epping Forest.
To Start on September, 1980:
BOWHILL JUNIOR SCHOOL
AND INFANT SCHOOL
Bowhill Road, London, E.10
Head Teachers: Mr J. Tranter and Mrs A. Brayshaw
ASSISTANT TEACHER to take a special class of children with behavioural and learning difficulties in the 5-11 primary age group.
This will be a Scale 1 temporary appointment for the Summer Term 1980, with the possibility of a permanent Scale 2 appointment from September, 1980 (subject to staffing review).
Social Priority Allowance and Outer London Allowance payable in addition.
Application forms (please return S.A.E.) and further particulars available from the Chief Education Officer, Education Department, Walthamstow Municipal Offices, High Road, Leytonstone, London E10 5QJ.
Closing date 13th March, 1980.

WILTSHIRE
Salisbury, Sarum Westwood
SPECIAL SCHOOL
COMMISSIONER'S REPORT
Overton Heath, Salisbury
SP4 6NS
(Group 12, NG, on Roll 1.1.80)
Required for April:
A TEACHER for one E.S.N. class of 12. A suitable candidate could be offered responsibility for the unit as Scale 1. The school has a holiday inn incorporating the facilities as outlined in possible to the unit school. The school is a 2-18 boarding school for Wilton and West Salisbury and it aims to open mainly to the west of the city. Salary scale inclusive of Sarum Schools Allowance.
Further details and application forms from the Headteacher, on receipt of S.A.E.

Independent Schools

Headships

AVON
JOHNSON'S GIRLS SCHOOL
Clifton Road, Bristol, BS6 6RD
(432 pupils aged 11-18 years)
Applications are invited for the HEADSHIP of this Independent Day School for Girls.
The successful candidate will be expected to be appointed duties on 1st January, 1981. Further particulars may be obtained from the Clerk to the Governors at the school. Closing date for applications March 31st, 1980.

Deputy Headships Senior Masters/ Mistresses

CROYDON
WINTON SCHOOL
(Educational Day School Trust)
DEPUTY HEAD
Anglican girls boarding school (for 11-18 years) invited to fill this post, which could be held in conjunction with headship of department in Mathematics.
Double Room for Headmaster, 208-209 Addiscombe Road, Croydon, Surrey CR0 6SD.

Classics

BATH BA3 4RJ
DOWNSIDE SCHOOL (RC)
Required for September, 1980 a Well-qualified TEACHER to teach CLASSICS throughout the school up to University standard. Ability to help with games would be an advantage.
For further details and application forms apply to: The Secretary, Downside School, Stratton-on-the-Fosse, Bath BA3 4RJ. Telephone 0761-232603.

BRISTOL
THE RED MAIDS' SCHOOL
Westbury-on-Trym BS9 3AW
(Direct Grant/Independent Day and Boarding School) for 420 Girls
Required in September, GRADUATE to teach CLASSICS throughout the school to "A" and "O" level and to be responsible for the department. Burnham Scale.
Apply with curriculum vitae, testimonials and names of two referees to the Headmistress.

CAMBRIDGE
THE PERSE SCHOOL FOR GIRLS
(Direct Grant/Independent)
Required for September, 1980, a good honours GRADUATE to teach Classics in the Sixth Form. Applicants should be able to teach Latin to "O" level. Salary Scale Burnham. Entrance standard.
Application with the names and addresses of three referees should be sent to the Headmistress, The Perse School for Girls, Union Road, Cambridge, CB2 1HF, by March 11th, 1980.

Commercial Subjects

LONDON
TRUSTEES OF CHARRINGTON'S CHARITY
Post-school secretarial course in Central London.
Please telephone or write to the Principal, Miss Ann Gibbs, Mary Ward House, 5-7 Tavistock Place, London WC1H 9SN. Tel. 01-388 7937.

SURREY
GRANLEIGH SCHOOL
BUSINESS STUDIES
GRADUATE required for September 1980 to teach BUSINESS STUDIES to Sixth Form students as part of curriculum combining an experience of business with academic work. High salary level. Accommodation available.
Applications with details of two referees to the Headmistress, Granleigh School, Surrey.

Domestic Subjects

MIDDLESEX
ACADEMY BLANCHE HOLLES SCHOOL
Hanworth Road, Hampton
(700 girls: Senior Department 340)
Required for September 1980 a GRADUATE to teach Domestic Science to Senior Girls. Ability to teach Needlework and Dressmaking an advantage. Salary on Burnham Scale.
Apply to the Headmistress with curriculum vitae and names of two referees.

OXFORD
HYE ST. ANTONY SCHOOL
Catholic boarding and day school for girls: 265 girls; nine to 18.
Required in September, SENIOR MISTRESS resident, to teach MATHEMATICS throughout the school up to University standard. Ability to help with games would be an advantage.
Applications, with full curriculum vitae and the names, addresses and telephone numbers of two referees, should be sent to the Headmaster, Hye St. Antony School, Fullers Lane, Headington, Oxford OX3 0BY.

BUCKINGHAMSHIRE
WYCOMBE ABBEY SCHOOL
High Wycombe.
Required September, 1980, GRADUATE to teach Sixth Form "A" Level ECONOMICS half time-table and office position, subject or activity. Burnham Scale. Non-resident post.
Apply with the names of referees to the Headmistress.

HARROW on the Hill
HARROW SCHOOL
Required for September, 1980, a GRADUATE qualified to teach NUMITS up to "A" level and University Entrance level. Ability to coach senior (especially cricket) games. Knowledge of a Classics level would be an added qualification.
Applications with full curriculum vitae and names of two referees to the The Head Master, Harrow School, Harrow on the Hill, Middlesex.

LEICESTERSHIRE
LOUGHBOROUGH GRAMMAR SCHOOL
Hill M.C. O.C./Independent
Sixth boys—620 in Sixth Form)
Required for September, 1980, GRADUATE to teach ECONOMICS to "A" level and University Entrance level. Ability to help with games would be an advantage.
Applications, including curriculum vitae and the names of two referees, should be addressed to the Headmaster at the school, Loughborough Grammar School, Leics. LE11 2DU.

PORTSMOUTH
Required for September to teach MATHS & MATHS/PHYSICS to "A" and "O" level and to develop courses in a vigorous department opened in 1979. An interest in computers is a willingness to participate in extra-curricular activities is distinct advantage. Burnham Scale 1 or 2 depending on qualifications and experience, and Outer London Allowance.
Apply with curriculum vitae and names and addresses of two referees to The Headmaster, Portsmouth Grammar School, High Street, Portsmouth PO1 2HW.

SURREY
GUARDROOMS
ECONOMICS/MATHEMATICIAN for September 1980, to teach ECONOMICS to "O" Level and University Scholarship and Mathematics to "O" "A" Level or equivalent standard.
Applications with curriculum vitae and names of two referees to Headmaster, Guardrooms, Lodge Building, Accommodation possible.

WILTSHIRE
MARLBOROUGH COLLEGE
1300 boarders 13 to 18 (350 boys, and 50 girls in Sixth Form)
Required for September, 1980, an ECONOMIST to join a large multi-mass Studies department. Accommodation available.
Applications (with curriculum vitae and names, addresses and telephone numbers of two referees) and enquiries to the Master, Marlborough College, Wiltshire SN8 1PA.

WORCESTER
WORCESTER COLLEGE
ECONOMIST required in September, 1980, to teach the subject up to and including Advanced level. Ability and willingness to help with outside activities, particularly rugby and/or cricket is essential.
Accommodation may be available. Salary above Burnham.
Applications, together with the names of two referees, to the Headmaster, Worcester College, Wellington, Telford, Salop.

YORK
ST. PETER'S SCHOOL
Required September, 1980, GRADUATE to teach ECONOMICS in the Sixth Form, together with a related subject in the lower school at this school. Candidates would be expected to be able to help with an extra-curricular activities of a full school which includes 20 girls in Sixth Form, 700 in the school. A room for a single person might be available.
Applications with the names of two referees, to Mr. Wyn Gas, Headmaster, St. Peter's School, York YO3 6AB. Further details by telephone may be obtained.

English

Heads of Department

ESSEX
Required September for Independent Girls' Boarding School run by Roman Catholic Religious of the Holy Sepulchre.
HEAD OF ENGLISH
GRADUATE required to teach English to "O" and "A" Level and for Extra-curricular activities. Ability to help in Games essential. Experience in Drama an advantage.
Accommodation in The Headmistress's Nice Hall School, Boyes Park, Chelmsford CM1 3HT.

NORTH YORKSHIRE
ASHVILLE COLLEGE
HARROGATE
(Boys 385 boarders, 120 day pupils)
Required in September a HEAD OF HONOURS ENGLISH must be good at teaching up to "A" level, preferably with experience of teaching to university scholarship standard.
Burnham Scale 2 with additional responsibility allowance.
Accommodation may be available for married teacher.
Applicants should state what contribution they could make to school life (games, societies, etc.) and should write to the Headmaster giving full details of academic and professional qualifications and experience and names of two referees.

OXFORD
HYE ST. ANTONY SCHOOL
Catholic boarding and day school for girls: 265 girls; nine to 18.
Required in September, SENIOR MISTRESS resident, to teach ENGLISH EDUCATION to senior forms and to take charge of a LIBRARIAN duties, but especially to share responsibility on Marlborough side. Organising and organising about 150 girls. H.S. essential. Salary according to qualifications.
Apply, with curriculum vitae and two testimonials or names of two references, to the Headmistress, Hye St. Antony School, Fullers Lane, Headington, Oxford OX3 0BY.

WARWICKSHIRE
THE NINDSLEY SCHOOL
Leamington Spa
Telephone: 0926 25127
Independent day/boarding school for girls.
Required in September, 1980, well qualified linguists GRADUATE as HEAD OF THE MODERN LANGUAGE DEPARTMENT to teach to "O" and "A" levels.
Burnham Scale/ Government Scale.
Apply in writing to the Headmistress, giving curriculum vitae and names, addresses and telephone numbers of two referees.

Other Assistents

BERKSHIRE
BOYNE SCHOOL
(Boyne Tutorial—Boneglidens)
1310 Boys, Boarding, 11 to 16 years)
Required for September, 1980 Young graduate as Assistant Teacher of ENGLISH. Non-resident post but might be suitable for applicant for resident Assistant Housemaster for Junior House (18 boys, 11 to 13 years), Suitable first appointment.
We would welcome a teacher willing to share his own particular enthusiasm in extra-curricular activities such as sport, music or technical and drama. Salary Scale 1.
Boneglidens School.
Common Scale and non-resident responsibility allowance.
Apply in writing with curriculum vitae and names of two referees to Mr. Boyne, Boyne Tutorial School, Upper Woodspeen, Reading, Berks. RG7 5UL.

BERKSHIRE
Sonia Hostel
ST. MARY'S SCHOOL
Maidenhead Priory, Newbury
Independent Independent C. of E. School
Required for September, 1980, GRADUATE qualified TEACHER for Sixth Form and middle School LATIN.
Number on roll 100.
Application in writing, with references to the Headmistress.

CHESHIRE
CHEADLE HULME SCHOOL
Independent C. of E.
H.M.C. Co-educational
Sixth Form 270
Required for September, 1980, GRADUATE to teach ENGLISH to Sixth Form and Advanced Levels. Accommodation in bachelor may be available for single person.
Scale 1 post.
Write, giving curriculum vitae, to the Headmaster, Cheadle Hulme School, Cheadle Hulme, Cheadle, Cheshire SK8 6PG.

COVENTRY
COVENTRY SCHOOL
(HIGH SCHOOL—Co-educational)
(Roll: 893; Sixth Form 235)
Required for September, 1980, a well-qualified GRADUATE TEACHER of ENGLISH to teach to "O" and "A" level. Ability to help with DRAMA. Good facilities and a high standard of pupil and school work as internal part of the English Department. Duties of school and E.S.N. Burnham Scale according to experience and qualifications, together with Coventry School Allowance.
Apply by letter with curriculum vitae and names and addresses of two referees to the Director, Coventry Schools, Bablake, Coventry CV1 2AU.

DORSET
DRENNILL HOUSE
SIDMOUTH HIGH SCHOOL
STUDY CENTRE
Sherborne Dorset.
Required for September 1980 a Senior Teacher, a TEACHER of ENGLISH to teach to "O" level and to use drama. Ability to teach another subject and willingness to help with school activities, including games. Resident post. Qualifications suitable for continuing with Sidmouth Study Centre. Salary according to qualifications and who are prepared to help with Study Centre.
Applications to the Warden with curriculum vitae and the names of two referees.

Geography

Heads of Department

PETERBOROUGH
OUNDLE SCHOOL
A young Geography Department. Required for September, 1980, a young Geographer to teach in a co-educational boarding school to assist in the development of the Geography Department. Ability to help with games and other activities essential. Salary according to experience.
Apply in writing to the Headmistress giving full curriculum vitae and the names and addresses of two referees.

Other Assistents

HERTFORD
HALLEYBURY
(Hertford)
Required for September 1980, a GRADUATE to teach Geography to Sixth Form level. Ability to help with games and other activities essential. Salary according to experience.
Apply with curriculum vitae and the names and addresses of two referees to the Headmaster, Hertford, Hertfordshire.

NEWCASTLE upon TYNE
DAME ALLAN'S SCHOOL
Fowberry Crescent
Newcastle upon Tyne
(Direct Grant/Independent)
(460 girls 11 to 18)
Required for September, 1980, GRADUATE to teach Geography to "A" level. Ability to teach to "O" level and Advanced Level. Experience in Examinations an advantage.
Apply immediately to the Headmistress, giving curriculum vitae and names and addresses of two referees.

Mathematics

Heads of Department

CHANNEL ISLANDS
THE LADIES' COLLEGE,
Guernsey.
Independent Direct Grant Day School
Required September 1980—
MATHEMATICS HEAD of MATHEMATICS DEPARTMENT of three. Ability to teach Mathematics and with a strong interest in Science and Computer Studies. An ability to assist in other activities. Preference for a time-tabler would be welcome.
Burnham Scale 3, responsibility of Scale 4 for suitable applicant. Superannuation Guaranteed. Grant income tax 20p in the pound.
Please apply with curriculum vitae and names, addresses and telephone numbers of at least two referees.

WORCESTERSHIRE
BLABSLE SCHOOL
Malvern
Independent boarding and day school for about 280 girls.
Required September, 1980, HEAD of MATHEMATICS, prepared to organise and develop the teaching of modern and traditional mathematics throughout the school, to "O" and C.S.E. and G.C.E. "O" and "A" levels and to Scottish Scale according to qualifications and experience.
Applications to the Headmistress with curriculum vitae and names of two referees as soon as possible.

Other Aeeletents

BERKSHIRE
WINDSOR COLLEGE
(H.C. Independent day school for girls)
1 College Avenue, Maidenhead
Hall Lane
For September, 1980, a qualified graduate TEACHER of MATHEMATICS is needed to teach to "O" and "A" level. Small classes and good discipline. Burnham Scale/Government Superannuation.
Apply, with names of referees, to the Headmistress.

BRIGHTON
BRIGHTON COLLEGE
Required for September 1980.
GRADUATE to teach MATHEMATICS throughout the school to "O" and "A" level. Ability to teach "A" level Statistics is important.
Burnham Scale.
Please apply by letter to the Bursar, Brighton College, Eastern Road, Brighton, BN2 0AL. A curriculum vitae and the name and addresses of two referees should be included.

BRISTOL
THE RED MAIDS' SCHOOL
Westbury-on-Trym BS9 3AW
(Direct Grant/Independent School for 420 girls 11-18, Boarding and Day)
Required in September, 1980, a GRADUATE MATHEMATICIAN capable of teaching in Outstanding Scholarship level. Burnham Scale.
Apply with curriculum vitae and names of two referees to the Headmistress.

CAMBRIDGE
THE PERSE SCHOOL FOR GIRLS
(Direct Grant/Independent)
Required in September, 1980, a good honours GRADUATE to teach MATHEMATICS throughout the school up to Oxford and Cambridge Entrance level. A good discipline is essential.
Applications with the names and addresses of three referees, should be sent to Mrs M. Clemoritjes, Acting Headmistress, The Perse School for Girls, Eaton Road, Cambridge CB4 1HF, by 11 March, 1980.

DORSET
BRYANSTON SCHOOL
Blandford, Dorset, Dorset, Dorset
H.M.C. Independent Boarding
420 boys, 140 girls, 13-18
Mathematics Graduate required September, 1980, to teach SMP MATHS at all levels to "O" and "A" level. Ability to teach "O" level Physics and further Maths desirable but not essential.
Applications with curriculum vitae to all abilities.
Recent teaching experience is desirable but, in consideration will be given to the most graduates. In the meantime applicants would willingly contribute to the life of school outside the classroom. Ability to coach other boys' games is desirable and also be a strong qualification.
Accommodation available for single man, or married man with twelve duties of assistant housemaster, or a family.

EDINBURGH
MERCHANT COMPANY SCHOOLS
DANIEL STEWART'S AND MELVILLE COLLEGE
(H.M.C. Great-Aided
770 boys in Senior School)
MATHEMATICS TEACHER
Required as from 28th August, 1980 for Mathematics Department, which teaches supple Pure Mathematics to Sixth Form. Sixt has had a fine record of success in Mathematics and a suitable applicant would be expected to take charge of a Form Six with 10-6 P.S. and responsibility for Cambridge. The school is also involved in Computer Studies from Form 3 onwards: it has a micro-computer and a computer telephone link.
Candidates should be registered with the G.T.C. and be eligible for registration, i.e., who should have completed a suitable course of teacher training and be willing to accept Scottish National Scale.
Please apply as soon as possible to the Merchant Company Bursary, and Morrison College, Queensferry Road Edinburgh, EH4 3EP, giving full details of qualifications, experience, family and interests, together with the names of two referees.

ESSEX
BUCKHURST HILL SCHOOL
(Direct Grant Independent, 300 in Senior School)
Required for September, 1980, GRADUATE to teach MATHEMATICS in Senior School. Department of all levels up to Cambridge Scholarship. Ability to help in games and other activities essential. Experience in extra-curricular activities, Cricket, Boating, and Tennis.
Please apply with curriculum vitae and the names and addresses of two referees.

GLOUCESTERSHIRE
WYCLIFFE COLLEGE
(H.M.C.)
Required for September 1980, a well-qualified GRADUATE to teach MATHEMATICS to University Brightsmity standard. Readiness to teach some Physics would be an added recommendation. Extra-curricular activities include Sailing, Boxing, Cricket and Computing.
Apply with Curriculum Vitae and names, addresses and telephone numbers of two referees to the Headmaster, Wycliffe College, Stonehouse, Gloucestershire. Tel. Stonehouse 2439.

GLOUCESTERSHIRE
WYCLIFFE COLLEGE
Stonehouse
Required September 1980, a well-qualified GRADUATE to teach Mathematics throughout the school including Advanced level. Ability to assist in other activities, including Cricket, Boxing, Sailing and Computing would be welcome.
Burnham Scale 3, responsibility of Scale 4 for suitable applicant. Superannuation Guaranteed. Grant income tax 20p in the pound.
Please apply with curriculum vitae and names, addresses and telephone numbers of at least two referees.

HAMPSHIRE
NORTH FORELAND LODGE
Merrifield Gardens
Near Dorchester
Required for P.U.C.S. Preferred, Required September as ASSISTANT MASTER TEACHER of MATHEMATICS in Independent Girls Boarding School for Girls (11-18 years) to teach, throughout school, G.C.E. "O" and "A" levels.
E.M.T. Course is followed and candidates should have knowledge of Modern Mathematics approach.
Small classes, individual teaching possible.
Burnham Scale with Teachers Superannuation.
Possibility Grade 2 Resident or non-resident.
Please apply Headmistress.

HERTFORDSHIRE
ST. ALBANS SCHOOL
(ex-Direct Grant)
Required in September, a GRADUATE in MATHEMATICS to teach at all levels in the school including university scholarship. Considerable scope for development of work in Sixth and flourishing department.
Further particulars from the Headmaster, Abbey Gateway, St. Albans, to whom applications should be sent with curriculum vitae and the names of two referees.

LEICESTER
BELGRAVE COLLEGE
Belgrave
(Roman Catholic Boarding School (H.M.C.)
1100 in Sixth Form including 50 girls)
GRADUATE required for September, 1980, to teach MATHEMATICS (S.M.P.) to "O" and "A" level, Burnham Scale 1 or 2 plus Special Allowance according to qualifications and experience. Accommodation available for single person with opportunity to help with pastoral work.
Apply with curriculum vitae and addresses of two referees to the Headmaster, Belgrave College, Belgrave, Leicester, who can supply further details.

LONDON
THE SPANISH BI-LINGUAL SCHOOL
Chelsea Manor, 151 Charlton Road, London, SE7 7SZ.
Required immediately vacancy to commence immediately:
Teaching TEACHER for "O" level MATHEMATICS. Ability to communicate in Spanish will be taken into consideration.
Please contact the Education Office, Spanish Embassy, 102, Earl's Court Road, London, W8 6QH. (Tel.: 01-937 0504/5 from 9 to 1 p.m.).

LONDON
LATYMER UPPER SCHOOL
King Street, London W6 9LR
(Direct Grant, going Independent, Roll 1100 boys)
Vacancy for September, 1980, a GRADUATE in MATHEMATICS to GCE Ordinary and Advanced Levels.
Salary London Burnham on scale appropriate to experience.
Teacher accommodation might be available during term time.
Applicants, together with full curriculum vitae and names of two referees to the Headmaster, Latymer Upper School, King Street, London W6 9LR.

LONDON NW1
THE INTERNATIONAL SCHOOL OF LONDON
Inverness Road
Required for April, 1980, a TEACHER of MATHEMATICS to the International Baccalaureate Higher Level.
Apply in writing, giving two referees, please to the Headmaster at the above address.

LONDON, SW15
PUTNEY HIGH SCHOOL
G.P.D.S.T.
30 Putney Hill, SW15 6QH.
(Direct Grant School becoming Independent, 600 girls)
Required September, good Honours GRADUATE to teach in the teaching of MATHEMATICS throughout the school, to set standard of Oxford and Cambridge Entrance examinations. Scale 2.
Please apply by letter giving names, addresses and enclosing testimonials, to the Headmistress.

LONDON, SW19
KING'S COLLEGE SCHOOL
Wimbledon Common, SW19 4TT
Required for September 1980 a GRADUATE MATHEMATICIAN with ability to teach at all levels of the school, including Cambridge Scholarship level. Computing experience a great advantage. Suitable for a Beaufiend who would suit someone of proven ability in first post. Willingness to help with games, an advantage, though not essential.
Salary equivalent to Burnham Scale 2 initially, rising to higher Scale 2 initially, rising to higher Scale after two/three years if satisfactory.
Further details on request. Applications should be made in the first instance, with the names of two referees, to the Head Master.

NORTHAMPTON
NORTHAMPTON HIGH SCHOOL
FOR GIRLS
(formerly Direct Grant Independent Girls' Day School, Sixth Form 100)
Required in September, 1980, a well-qualified MATHEMATICIAN to share pastoral responsibility for Sixth Form in the teaching.
Throughout the school up to G.C.E. Advanced level, according to qualifications and experience.
Applications with curriculum vitae, giving full details of qualifications, experience and interests, together with the names of two referees, to the Headmistress, The High School for Girls, Northampton, NN1 3UN.

WEST SUSSEX
HAILSHAM SCHOOL
Hailsham
(Independent Day and Boarding School 240 girls 11-18)
Required in September, 1980, a trained young (HISTORY GRADUATE with a few years' experience, to teach the subject throughout the school up to "A" level. Willingness to help with general school activities essential. Burnham Scale.
Apply immediately to the Headmistress, giving curriculum vitae and names and addresses of two referees.

Mathematics

Other Assistants

BATH
DOWNSIDE SCHOOL (R.C.)
GRADUATE required in September, 1980, to teach FRENCH throughout the school. The post would suit a recent graduate.
Further details and application forms obtainable from the Secretary, Downside, Stratton-on-the-Fosse, Bath, BA3 4RJ.

BERKSHIRE
ETON COLLEGE
Required for September, 1980, temporary for one term a GRADUATE to teach FRENCH to Scholarship level (preferably with some German). Accomodation provided.
Applications, together with names of two referees, to the Head Master, Eton College, Windsor, Berkshire, from whom further details may be obtained.

CROYDON
WINTON SCHOOL
Croydon
(H.M.C. 350 boys)
Required in September, 1980, Well-qualified GRADUATE with GERMAN to teach German throughout the school to Advanced Entrance.
Germany is taught from the 2nd form and there is a large 6th form.
Willingness to help with exchange visits to Germany and other extra-curricular activities an important recommendation.
Salary on Burnham Scale or if above Burnham, a Position of Responsibility Allowance.
Applications to the Headmaster, Winton School, Selhurst New Road, Croydon CR0 2RX giving curriculum vitae and names and addresses of two referees.

DEVON
ALLHALLOWS SCHOOL
Required for September, 1980, a well-qualified GRADUATE to teach FRENCH throughout the school to "O" and "A" level and University Scholarship standard. Mathematics to "O" level.
Applications with curriculum vitae and names of two referees to the Headmaster, Allhallows School, Rousdon, near Lyme Regis, Dorset DT7 3RA. Telephone Rousdon 80244.

DEVON
BLUNDELL'S SCHOOL
Tiverton
Required September, 1980, GRADUATE to teach FRENCH throughout the school. Ability to help with extra-curricular activities essential in boarding school.
Applications with names and addresses of two referees, to the Headmaster, Blundell's School, Tiverton, Devon EX16 4DN.

DORSET
SHERBORNE SCHOOL
Applications are invited for a TEACHER of FRENCH and SPANISH to University Entrance level.
For details apply in the first instance to the Headmaster's Secretary, Sherborne School, Sherborne, Dorset DT9 3AP.

SOUTHAMPTON
THE ARDUINA SCHOOL FOR GIRLS
Hill Lane, Southampton
(The G.S.G.B. Trust)
Required for September 1980, GRADUATE to teach in the Senior School (11-16) to "O" and "A" level.
Please apply to the Headmistress with resume and addresses of two referees.

SUFFOLK
St. JOSEPH'S COLLEGE
Ipswich, Ipswich
R.C. Independent School run by the Order of Christian Brothers
Age Range: 2-18 Boarders: 140 Sixth Form
Required for September 1980: a GRADUATE to teach MATHEMATICS throughout the school.
Preference for a teacher who can assist with Games.
Please apply to the Headmaster with curriculum vitae and the names of two referees.

SURREY
GUILDFORD HIGH SCHOOL
(Church Schools Co., Ltd.)
Well-qualified GRADUATE MATHEMATICS GRADUATE required for September to teach throughout the school to University entrance standard. New post. Scale 2.
Applications by letter to the Headmistress with curriculum vitae, and names of two referees.

SURREY
ECONOMIST/MATHEMATICIAN for September, 1980, to teach Economics to "A" level and University Scholarship and Mathematics to "A" level or reasonable standard.
Applications with curriculum vitae and names of two referees to Headmaster, Charterhouse, Godalming. Accommodation potential.

SURREY
ROYAL NAVAL SCHOOL
Hindhead
(Boys aged 11-18)
Required in September, 1980, GRADUATE MATHEMATICIAN throughout the School to "O" level and "A" level (London Board) and University entrance standard.
Apply immediately with full curriculum vitae and names and addresses of two referees.

SUSSEX
(Full-time TEACHER of MATHEMATICS required for Boys' Preparatory Boarding School. Up to Level and G.C.E. "A" level work for suitable candidate.
Apply with testimonials and names of referees to The Headmaster, South-eyer Manor School, Lewes, Sussex.

YORK
QUEEN MARGARET'S SCHOOL
Escrick, York
YO4 1QG SE11
Summer term or September GRADUATE to teach MATHEMATICS to Advanced level and some PHYSICS. Aptitude both essential. Applicant must be able to take responsibility as a House Mistress. Would suitably for scholar's post.
Apply with curriculum vitae and names of two referees or copies of recent testimonials to the Headmistress.

Modern Languages

Other Assistants

BATH
DOWNSIDE SCHOOL (R.C.)
GRADUATE required in September, 1980, to teach FRENCH throughout the school. The post would suit a recent graduate.
SPANISH: the post would suit a recent graduate.
Further details and application forms obtainable from the Secretary, Downside, Stratton-on-the-Fosse, Bath, BA3 4RJ.

BERKSHIRE
ETON COLLEGE
Required for September, 1980, temporary for one term a GRADUATE to teach FRENCH to Scholarship level (preferably with some German). Accomodation provided.
Applications, together with names of two referees, to the Head Master, Eton College, Windsor, Berkshire, from whom further details may be obtained.

SURREY
GUILDFORD HIGH SCHOOL
(Church Schools Co., Ltd.)
Well-qualified GRADUATE MATHEMATICS GRADUATE required for September to teach throughout the school to University entrance standard. New post. Scale 2.
Applications by letter to the Headmistress with curriculum vitae, and names of two referees.

SURREY
ECONOMIST/MATHEMATICIAN for September, 1980, to teach Economics to "A" level and University Scholarship and Mathematics to "A" level or reasonable standard.
Applications with curriculum vitae and names of two referees to Headmaster, Charterhouse, Godalming. Accommodation potential.

SURREY
ROYAL NAVAL SCHOOL
Hindhead
(Boys aged 11-18)
Required in September, 1980, GRADUATE MATHEMATICIAN throughout the School to "O" level and "A" level (London Board) and University entrance standard.
Apply immediately with full curriculum vitae and names and addresses of two referees.

SUSSEX
(Full-time TEACHER of MATHEMATICS required for Boys' Preparatory Boarding School. Up to Level and G.C.E. "A" level work for suitable candidate.
Apply with testimonials and names of referees to The Headmaster, South-eyer Manor School, Lewes, Sussex.

YORK
QUEEN MARGARET'S SCHOOL
Escrick, York
YO4 1QG SE11
Summer term or September GRADUATE to teach MATHEMATICS to Advanced level and some PHYSICS. Aptitude both essential. Applicant must be able to take responsibility as a House Mistress. Would suitably for scholar's post.
Apply with curriculum vitae and names of two referees or copies of recent testimonials to the Headmistress.

N.B.V.
The Swedish Temperance Educational Association
SCHOOL PRINCIPAL
The Association is one of Sweden's principal further education bodies. A school is to be opened shortly at Eastbourne which will provide English language tuition throughout the year for students of all ages. Maximum capacity is 40, some of whom will be in residence at the School.
Applications are invited from suitably qualified teachers for the post of School Principal. The person appointed, who should be a non-drinker, will be expected to assume overall responsibility for the running of the School and should have considerable experience of teaching English as a foreign language. This is an unusual opportunity and one which offers considerable scope. Salary and conditions of service to be agreed.
Applications with brief personal details should be addressed to:
The Chairman, N.B.V.,
28 St. Leonards Road,
Eastbourne, East Sussex BN21 3UU

GABBITAS-THRING
HEADSHIP
GIRLS' BOARDING SCHOOL
offering full academic curriculum and providing training for careers in
THE THEATRE ARTS
This is a challenging opportunity to tackle a most rewarding job. The new Head will be responsible for the academic administration and for co-ordinating training in the theatre arts to professional standards, and must therefore be knowledgeable about the teaching of music, drama, ballet, art and dance. The new Head will take up his/her duties in 1981.
Salary negotiable around £10,000
For further information and an application form, please apply to:
Mr. Peter Aarvold,
Advertised Posts Department,
Gabbitas-Thring Services Ltd.,
6, 7 and 8 Sackville Street,
London W1X 2BR
Tel: 01-734 0161

TAUNTON SCHOOL
SOMERSET
(Co-educational, day end boarding)
REQUIRED FOR SEPTEMBER 1980
an enthusiastic graduate of good scholarship to join expanding Economics Department teaching to 'A' and 'S' level, including Oxbridge preparation.
A suitably qualified candidate would have the opportunity to teach some subsidiary French or History.
Applications with curriculum vitae and names of three referees to the Headmaster, Taunton School, Taunton, Somerset TA2 6AD.

SIBFORD SCHOOL,
Sibford Ferris, Benbury, Oxon OX15 5QL
(Co-educational Boarding School—360 pupils)
Required for September:
a Teacher
to teke
English
up to 'O' Level end to act es
ASSISTANT HOUSEMISTRESS
In e modern residential House for 40 girls, ages 11-18.
Salary Scele 1 plus substantiel allowences and other benefits. Deletis end application form from the Headmaster.

CARMEL COLLEGE
MATHEMATICIAN
We will require in September an enthusiastic Mathematician interested in academic teaching from 11-plue to Scholarship level (SMP to 'O'-level) in a department of mixed ability boys end girls with a tradition of getting the best out of the etrongest end the weakest.
Thera ere very good career prospects end opportunities for extending the influence of the department in the school. An interest in eport or pestorel work would be e etrong recommendetion. Excellent conditions of service and the poesibility of free eccommodetion on our beeutiful Themes' side eetete.
Applioations, in writing, to the Headmeeter, Cermel College, Wellingford, Oxon, OX10 8BT, giving the names of two referees.

CARMEL COLLEGE
HOUSEMOTHER
We are looking for a etrong but sympethetic ledy to ect ae Housemother for the Girle' Hous (60 girls 11 to 18). This la a Jewish, co-eduoeflonal school, but all denominetions ere welcome.
The Ideal cendidate will be eble to help out with girls' sport but people with qualifications in eny ecademic eubject ere invited to epply.
Excellent salery and free accommodetion in our beautiful Themes' side oempus, helf way between Oxford end Reading.
Applications, in writing, to the Heedmeeter, Cermel College, Wellingford, Oxon OX10 8BT.

INDEPENDENT
Modern Languages
continued

ESSEX
BRENTWOOD SCHOOL
(Direct Grant/Independent: 301 to 6th Form)
Required for September, 1980, a Mademoiselle GRADUATE to teach FRENCH throughout the School to all levels up to Oxbridge Scholarship. Some German or Spanish would be useful and the ability to play games—especially cricket, soccer, rugger, shooting or fencing will be a strong recommendation.
Please apply to the Headmaster enclosing curriculum vitae and the names and addresses of two referees.

HERTFORDSHIRE
HABERDASHERS' ASKE'S SCHOOL
Elstree Hertfordshire WD6 3AF
(11-18 years old. 1,000 boys 750 in Sixth Form)
Required for September or Easter if available
A GRADUATE to teach FRENCH up to "A" level and "S" level. Ability to offer "S" level German or Russian. The school has a language laboratory.
Apply in Sixth Form General Studies Teacher with full details of qualifications, age, experience, availability, marital status and salary expectations. Salary according to Burnham salary scale. Accommodation could be available. The school operates an occupational pension scheme. Applications for teaching appointment are subject to the provisions of the Rehabilitation of Offenders Act 1974.
Apply to the Headmaster with full details, curriculum vitae and names of referees.

HERTFORDSHIRE
Urgently required for April. Qualified German TEACHER of Science. Bid to teach Senior Girls to "O" and "A" level.
Apply with full references to the Headmaster, Haileybury and Imperial Service College, Hertford, Herts. SG13 7BT.

LONDON
HILL HILL SCHOOL
London NW4 1QS
(A.G.M. Independent
Boys 11-18, 6th Form
GERMAN SPECIALIST with FRENCH
For September, 1980, a well-qualified GRADUATE to teach GERMAN to all levels. Some FRENCH is or beyond "O" level.
The School has exchanges, a language laboratory and a Society. Hillside teaching history and Geography through the medium of French.
Wide extra-curricular activities.
Accommodation available.
Further details may be obtained from the Head Master, Hill Hill School, London NW4 1QS, to whom applications should be made, together with the names of two referees.

LONDON E.17
WALTHAMSTOW HALL
(Girls 3-18, 6th Form)
A GRADUATE required in September to teach FRENCH at all levels, some GERMAN to Sixth Form. Good Spoken French essential. Salary according to Burnham Scale 2. Accommodation available.
Apply immediately to the Headmistress, Walthamstow Hall, Sevenoaks, Kent.

MANCHESTER
WILLIAM HULME'S GRAMMAR SCHOOL
(Independent 11-18.)
Required for September, a well qualified GRADUATE to teach FRENCH to all levels in a Modern Languages Department of eight specialists.
The Department, which has a good record of university successes, is equipped with a new 32-booth language laboratory.
This would be a Scale 1 post plus the School allowance for a first appointment for the post-holder, dependent on experience.
Ability to help with games and other extra-curricular activities would be an additional recommendation.
Applications with curriculum vitae and the names of two referees as soon as possible to the Headmaster, William Hulme's Grammar School, Alandale Park, Manchester. M16 8HU.

NORTHAMPTONSHIRE
WELLINGBOROUGH SCHOOL
Northamptonshire
Required for September, 1980
MODERN LANGUAGES GRADUATE, main subject FRENCH to A/S level, some GERMAN.
Assistance with sport and extra-curricular activities important.
Burnham Scale.
Apply to the Headmaster, Wellingborough School, NN8 2BX, enclosing curriculum vitae and names of two referees.

N. YORKSHIRE
ASHVILLE COLLEGE
Harrogate
(11-18. 280 boarders, 120 day boys)
Required in September, a FRENCH GRADUATE to share in teaching the subject throughout the school. Some German available if desired.
Burnham Scale 1 but Scale 2 for an appointed teacher. Resident accommodation for bachelor master. Willingness to contribute to the school life outside the classroom a strong recommendation. Boarding experience an advantage.
Write to the Headmaster, giving full details of qualifications and experience, and names of two referees.

NORTH WALES
HOWELL'S SCHOOL
Denbigh, Clwyd LL16 3EN
(Independent Boarding School 400 Girls)
A GRADUATE required for September 1980, to teach SPANISH throughout the School to all levels. Scholarship FRENCH preferred. The post could be suitable either for a newly-qualified or an experienced teacher.
Burnham salary scale, depending on qualifications and experience. The cost could be residential or non-residential.
Applications, including names of two referees, should be sent to the Headmistress.

READING
THE BARRY SCHOOL
(Boarding
Girls 11-18/Independent)
GRADUATE to teach FRENCH throughout the School to Advanced Level entrance standard. A Scale 2 post is envisaged for a suitably qualified and experienced candidate.
Please apply to the Headmistress.

SHROPSHIRE
MODERN LINGUIST required for September, 1980 to teach French to A-Level, with some German or Spanish. The post would suit a newly qualified graduate, man or woman, or someone with three or four years' teaching experience.
Two details from the Headmaster, Shrewsbury School, Shropshire, to whom applications, including the names of three referees should be addressed.

SUFFOLK
FRELTONS SCHOOL
Bury St. Edmunds
(Independent 11-18, Co-Ed. 600 pupils 70-B. Boarding and Day and Required for September an additional member of the MODERN LANGUAGES Department to teach mainly FRENCH, including some work in the Junior Department with the 10-14 age group.
Salary Burnham plus. Help with extra-curricular activities required. Accommodation could be available for single man.
Apply to the Headmaster giving full curriculum vitae and names and telephone numbers of two referees.

SUSSEX
WHITE SCHOOL
Turners Hill, Crawley, Sussex
This security for SPANISH LANGUAGE GRADUATE in September, 1980. Specialist in teaching in FRENCH to "O" level, and ability to cope with the subsidiary of some German or Spanish. Games and extra-curricular activities desirable.
Apply full curriculum vitae and names of two referees to Head Master.

SUSSEX
WADHURST COLLEGE
Wadhurst
Girls boarding school of 285 girls ages 10-18.
Required for September TEACHER of GERMAN with FRENCH or SPANISH as a second language, to teach to "O" and "A" level. Resident property.
Salary according to Burnham Scale 2.
Apply to the Headmistress with curriculum vitae and names of two referees.

WORCESTER
WORCESTER COLLEGE FOR THE BLIND
Whittington Road
Worcester WR5 2JU
Required for September, 1980, a TEACHER of FRENCH up to Sixth Form level with subsidiary German or Latin, in this residential Grammar School for blind boys, blind and administered by the Royal National Institute for the Blind. The post will be Burnham Scale 1 and is very suitable for a young teacher willing to live in the College and undertake residential duties, for which his wife would be paid appropriate extra remuneration. There will be a charge for board and lodging.
Previous experience with the blind is valuable but not essential.
Apply to the Headmaster, giving full details of qualifications, etc.

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
(Independent boarding school for 600 girls)
September, 1980: GRADUATE TEACHER in MODERN LANGUAGES DEPARTMENT of service to share in the teaching of French throughout the school to Oxbridge entrance. The post could be Scale 2 or 3 according to qualifications and experience.
Applications to the Headmistress with copies of testimonials, if available, and the names and addresses of two referees.

WORCESTERSHIRE
MALVERN COLLEGE
MODERN LINGUIST required in September 1980 to teach French. A second language and an ability and willingness to help with games, particularly rugby, and the cadets would be an advantage.
Accommodation likely to be available. Salary above Burnham.
Applications, together with the names of two referees, to the Headmaster, Malvern College, Wellington Road, Malvern.

Music
Heads of Department

EDINBURGH
THE EDINBURGH ACADEMY
DIRECTOR OF MUSIC
This post will become vacant as from September, 1980, although the time of taking up the appointment would be by arrangement.
Details may be had from: The Rector, The Edinburgh Academy, Henderson Row, Edinburgh, EH3 5DL to whom applications should be sent by March 30 giving full details of education, qualification, etc., and the names of two referees.

WORCESTERSHIRE
BLEMIUS SCHOOL
Malvern
(Independent Boarding and Day School for Boys, 11-18)
Required for September, HEAD OF MUSIC to commence on four fulltime and eight part-time staff. Previous teaching experience required for work with range of instruments, many enjoy a considerable level performance ability or combined chapel work with local school. Organised assembly music. Link between Music and Drama. Weekly assembly and Sunday services (both formal and informal) of vital importance. Burnham Scale according to qualifications and experience.
Applications to the Headmistress with curriculum vitae and names of two referees as soon as possible.

Other Assistants

CUMBRIA
DIOCESE OF CARLISLE
We have a vacancy in our Diocesan Education Team for an experienced person to RELIGIOUS EDUCATION to take responsibility for supporting the work of religious education in schools and parishes within the parishes of Cumbria, together with oversight of our religious education centres. Salary £4,000 - £5,000 per annum. Ring Carlisle (0228) 23505 for more details. Write: Canon Ian Cundy, The Vicarage, Carlisle.

DERBYSHIRE
ST. BEDE'S C.E. SCHOOL
Chesterfield
(Mixed Secondary School for 240 pupils aged 11-16)
Required for September, 1980, ORDAINED TEACHER to teach Religious Education, Mathematics and Science. Teaching experience desirable. Salary according to Burnham Scale 1.
Apply immediately to the Headteacher, Mr. Michael Hanson, for further details and application form.

DEVON
[illegible]

GUILDFORD
ST. CATHERINE'S SCHOOL
Bramley
(Church of England Independent Day and Boarding School for Girls 11 to 18 years. 500 pupils. A resident and non-resident Housemaster/Housemistress is required to live in a house with 50 of the girls. Accommodation will be provided free of charge. The Housemaster/Housemistress will be responsible for the pastoral care of the girls in his/her house and will be required to share in the teaching of Religious Studies throughout the school. Salary according to Burnham Scale 2 for a married person. Superannuation. Apply to the Headmaster, Mr. Michael Hanson, for further details and application form.

HEREFORD AND WORCESTER
THE KING'S SCHOOL
Worcester
(11 to 18.—Direct Grant, going Independent)
Required for September, 1980, a STRING TEACHER with drive and determination. The successful applicant will be expected to teach some class music, but the major emphasis will be on building up the string section of the school. Some keyboard facility would be an advantage.
Further details can be obtained from the Headmaster, The King's School, Worcester WR1 2LH.

KENT
GUNSNORE SCHOOL
Cranbrook
(Independent: 340 girls 11 to 18)
Required in September, 1980, a Canadian MUSICIAN who is an accomplished performer, able to teach to a high standard and keen to help in orchestra work and chamber music. The post includes some classework.
Burnham Scale and Government Superannuation. Non-resident, but accommodation may be provided.
Apply with telephone and names of referees to Headmistress.

LEICESTER
PORTLAND HOUSE SCHOOL
(Independent Day School for Girls)
154 London Road, Leicester LE2 0QY
Required for September, 1980, an enthusiastic and well qualified young lady with ability and drive to be responsible for the subject in the middle and senior school to "O" level, to train the Junior and Senior choirs, and to take individual piano lessons.
Applicants must be competent pianists with an interest in choral work. Ability to offer another subject on occasion. Burnham Scale.
Applications with curriculum vitae and names and addresses of two referees should be made to the Headmistress.

LONDON, S.W.13
ST. PAUL'S SCHOOL
Lonsdale Road
A THEATRE TEACHER is required for a small amount of teaching each week (mainly in the evening) and some ensemble work for the Hall Theatre.
A CLARINET TEACHER is required for the Music School, for approximately 10 hours a week, to include some teaching at Colet Court, dedicated and enthusiastic person is required, who would also be able to teach the Saxophone to a high level.
The vacancies are from April or September, 1980.
Applications with full details and names of two referees to the Director of Music, St. Paul's School, Lonsdale Road, Barnes, London SW13 9JT, by March 14th.

MIDDLESEX
ST. HILDA'S SCHOOL
Northwood, Middlesex
Independent Day/Boarding school of approx 300 pupils (Boarders 60 girls)
Required in September, a fully qualified versatile MUSIC GRADUATE with special interest in choral work and singing, and a willingness to take an active part in other extra activities associated. Organist with some experience, based on Burnham with some responsibility.
Accommodation likely to be available. Salary above Burnham.
Applications, together with the names of two referees, to the Headmaster, Wycliffe College, Wellington, Stonehouse, Glos.

OXFORD
WADHAM COLLEGE SCHOOL
(11-16 C.o.E. Secondary Independent, 450 boys, Sixth Form 100)
Required for September, 1980, a GRADUATE to be ASSISTANT DIRECTOR of MUSIC, to assist in the direction of choral and orchestral tradition, School lessons, P.E. Choir, Symphony, and Jazz Band, and some class music. Burnham Scale.
Full particulars from the Master, Wadham College, Oxford, OX3 0JZ.

YORK MINSTER
TEACHER (CONDIAN)
Combined appointment of a TEACHER as DIRECTOR of MUSIC at the Minster Boys School and as a Songman of the Minster, to commence September, 1980.
Further details and application form available from the Chapter Clerk, 0 Precentor's Court, York YO1 2JN. Closing date 7th March, 1980.

Pastoral

BERKSHIRE
COUAT SCHOOL
(Roman Catholic-Benedictine)
(310 boys boarding 11-18 years)
Required for September, 1980, a Young graduate as resident Assistant HOUSEMASTER for the Junior House (45 boys, 11-13).
Teaching opportunities (to run by work in the Junior School, especially English or Classics) dependent first appointment.
Applicants would welcome a teacher willing to share his own particular interests in extra-curricular activities such as sport, music or technical and practical education, in a Benedictine School.
Burnham Scale and responsibility allowance.
Apply in writing with curriculum vitae and the names of two referees to the Headmaster, Mr. Michael Hanson, Coat Hill, Reading, RG8 7QT.

EAST SUSSEX
BOXWOOD GRANGE
Hastings
HOUSEMASTER required for Summer term or preferably for September, 1980. Boys aged 7 to 16 years, including teaching duties. Single Scale 2 salary.
Apply for full curriculum vitae and names of two referees.

KENT
[illegible]

GUILDFORD
ST. CATHERINE'S SCHOOL
Bramley
(Church of England Independent Day and Boarding School for Girls 11 to 18 years. 500 pupils. A resident and non-resident Housemaster/Housemistress is required to live in a house with 50 of the girls. Accommodation will be provided free of charge. The Housemaster/Housemistress will be responsible for the pastoral care of the girls in his/her house and will be required to share in the teaching of Religious Studies throughout the school. Salary according to Burnham Scale 2 for a married person. Superannuation. Apply to the Headmaster, Mr. Michael Hanson, for further details and application form.

Physical Education
Heads of Department

DORSET
[illegible]

HERTFORDSHIRE
[illegible]

KENT
[illegible]

LONDON
[illegible]

MIDDLESEX
[illegible]

SURREY
[illegible]

Other Assistants

BERKSHIRE
[illegible]

DORSET
[illegible]

HERTFORDSHIRE
[illegible]

KENT
[illegible]

LONDON
[illegible]

MIDDLESEX
[illegible]

SURREY
[illegible]

CARMEL COLLEGE

DIRECTOR OF MUSIC

The post of Director of Music will become vacant from September, 1980. Applicants are invited from well qualified musicians to be the Head of a lively and active department. (For details see P.S.Y.B. pages 392/3.)

Accommodation is available.

Applications including curriculum vitae and the names of two referees should be sent to the Headmaster, Carmel College, Wallingford, Oxon, OX10 8BT, by Monday, March 10th.

SIBFORD SCHOOL,
Sibford Ferris, Banbury, Oxon OX15 5QL
(Co-educational Boarding School—360 pupils)
Required for September:

A TEACHER

to take

RELIGIOUS EDUCATION

up to 'O' Level and to act as

Assistant Housemistress

In a modern residential House for 40 girls, ages 11-16.

Salary Scale 1 plus substantial allowances and other benefits. Details and application form from the Headmaster.

METROPOLITAN BOROUGH OF STOCKPORT

SECONDARY
Required for September, 1980

PRIESTNALL SCHOOL, PRIESTNALL ROAD, HEATON MERSEY

MATHEMATICS
(Ref. 1283/TES)
Scale 1
Graduate to teach mathematics throughout the school to C.S.E., G.C.E. 'O' and 'A' level. Ability to teach Computer Studies is essential and an interest in science would be a strong recommendation.

BROADWAY SCHOOL, HIGH GROVE ROAD, CHEADLE

TECHNICAL SUBJECTS (DESIGN, GRAPHICS & WOOD)
(Ref. 1212/TES)
Scale 1

BRAMHALL HIGH SCHOOL, SEAL ROAD, BRAMHALL

PHYSICS
(Ref. 1281/TES)
Scale 2
Nuffield Combined Science is taught in the Lower School. Nuffield Physics is taught to G.C.E. 'O' level, C.S.E. (Mode 3) and G.C.E. 'A' level. A full range of teaching will be available for a suitable candidate. Scale 2 allowance will be available for a candidate who is willing and able to take responsibility for developing links with industry on behalf of the Science Faculty. For details of the teaching and industrial liaison responsibilities will be supplied.

BRINNINGTON SCHOOL, LAPWING LANE, BRINNINGTON

MATHEMATICS
(Ref. 1284/TES)
Scale 1, plus S.P.A.
Graduate preferred to teach Mathematics throughout the school and who will make a contribution to extra-curricular activities.

HEAD OF MUSIC
(Ref. 1279/TES)
Required for April or September, 1980
Scale 2, plus S.P.A.
An enthusiastic, committed teacher is required who will continue the development of the creative approach to music based on The Schools Council Music Project in this Social Priority Comprehensive School, which has a well-equipped Music Suite. There are good examination groups in Upper School and some 40 pupils receive instrumental tuition from four peripatetic teachers. A qualified teachers will be considered for a Scale 1 appointment.

MOSELEY SCHOOL, NORTH DOWNS ROAD, CHEADLE HULME
Required for 21st April, 1980

GEOGRAPHY
(Temporary—for Summer Term only)
(Ref. 1282/TES)
Scale 1
To teach Geography.

Application forms obtainable from and returnable to the Headteacher, quoting reference, by 14th March, 1980. If you require an acknowledgement, please enclose S.A.E.

Fit The THES on Your Schedule

The Times Higher Education Supplement puts you in touch with higher education. Find out how cheap it is to reach the higher education market—call our advertisement department on 01-837 1234.

THE TIMES Higher Education Supplement

INDEPENDENT
Modern Languages
continued

GUILDFORD
ROYAL GRAMMAR SCHOOL
(Formerly voluntary controlled, now H.M.C. independent 650 boys, 200 in Sixth Form)
Required in September 1980: a GRADUATE to teach G.S. through out the School with subsidiary SCIENCE and MATHS.
For further details write to the Headmaster, Royal Grammar School, High Street, Guildford, GU1 3BB, enclosing a stamped addressed envelope.
Applications in the form of a curriculum vitae supported by a letter of application giving at least two referees should be submitted as soon as possible.

HAMPSHIRE
CHURCHER'S COLLEGE
Petersfield, Hampshire GU31 4AS
Required: EDUCATION (Scale 1) lecturer for Theological Studies to assist with the teaching of RE, and GENERAL COACHING. Rugby, hockey and athletics are the games. The main playing fields adjoin the school. Applicants should have with them accounting for and full details in confidence of their qualifications for the post.
Applications in writing, supplemented by a telephone call, would be considered by the Headmaster.

ISLE OF WIGHT
RYDE SCHOOL WITH CHILLINGTON
Spankling Hill
Ryde, Isle of Wight
Required for Summer Term: a GRADUATE TEACHER of MATHEMATICS to coach tennis (small numbers). The post would be suitable for a person with some experience but an exceptional new graduate could be considered, the essential requirements being enthusiasm and imagination.
Applications, together with curriculum vitae and the names of two referees, should be sent, as soon as possible, to the Director of Studies, Ryde School, Spankling Hill, Ryde, Isle of Wight, Oxfordshire OX1 3QE. Tel. Sanbury (0295) 72006.

Other Assistants

BATH
DOWNSIDE SCHOOL (R.C.)
Required for September, 1980 a GRADUATE to teach Geography commencing in September, 1980.
This is a temporary post which could possibly become permanent.
Further details and application form obtainable from the Secretary, Downside School, Stratton-on-the-Fosse, Oxon BA3 4RJ.

BERKSHIRE
[illegible]

BERKSHIRE
[illegible]

BRIGHTON
ROEDEAN SCHOOL
GRADUATE BIOLOGY SPECIALIST with good teaching experience required for September, 1980 to teach Biology throughout the school. Applicants should be able to contribute to games, Duke of Edinburgh's Award Scheme, Science Society, Science Club and Conservation.
Apply in writing with curriculum vitae to the Headmistress, Roedean School, Brighton, Roedean, Sussex, BN2 5XJ.

BERKSHIRE
[illegible]

BRISTOL
[illegible]

BRISTOL
[illegible]

BRISTOL
[illegible]

BUCKINGHAM
[illegible]

CHESHIRE
[illegible]

CHESTER
THE KING'S SCHOOL
(11-18 C.o.E. Day and Boarding Independent)
Required for September, in this city based Co-ed school of 1,100 pupils of 100,000 population and willing to teach some other subjects, a GRADUATE TEACHER of MATHEMATICS to teach up to "A" level. Candidates should be willing to take part in extra-curricular work and have a good degree in Mathematics and preferably a teaching qualification.
Applications in writing to The Headmaster, The King's School, The Cathedral, Chester, giving full curriculum vitae and the names and addresses of two referees.

CROYDON
CAMBRIDGE TUTORS
EDUCATIONAL TRUST LTD.
Wintor Tower Hill, Croydon, Surrey, CR0 5BG.
Good HONOURS GRADUATE required September, 1980, to teach A "A" level PHYSICS.
Apply for particulars.

DERBYSHIRE
NORMANTON SCHOOL
Ilkeston
(Maintained Independent Boys' Boarding School)
11-18 years
Required in September, 1980, a GRADUATE for JUNIOR MATHEMATICS with JUNIOR GENERAL SCIENCE. Preferably with ability for Junior House. Suitable for a married person. Scale 2 plus residential emolument.
Application form and details from Bursar, Normanton School, Ilkeston, Derbyshire.

DEVON
PLYMOUTH COLLEGE
Headmasters' Conference Day and Boarding School. 670 pupils. Sixth Form.
OLYMPIC GRADUATE required for September, 1980 to teach throughout the school in a large successful sport-playing school. This post offers excellent experience to either a new graduate or a mature person.
It is would welcome a teacher willing to share in the pastoral responsibilities, extra-curricular activities and games of two or three years.
Applications with full details, including qualifications and names of two referees, to the Headmaster, Plymouth College, Ford park, Plymouth PL4 6HN.

EDINBURGH
THE EDINBURGH ACADEMY
PHYSICS TEACHER
Wanted for September, well-qualified PHYSICIST or ENGINEER to join a thriving Physics Department. Ability to take Physics up to A LV and over will continue the subject up to "A" level. Higher "O" G.C.E. (G.A.) level (Nuffield) or Oxford and Cambridge syllabus. Teaching is available in all levels, but ability may be had.
The Rector, The Edinburgh Academy, Henderson Row, Edinburgh EH3 5BL to whom applications should be sent, giving full details of education, qualifications, etc., and the names of two referees.

GLOUCESTERSHIRE
WYCLIFFE COLLEGE
(H.M.C.)
Required for September 1980: a well-qualified GRADUATE to teach PHYSICS throughout the school including University scholarship work. Experience in Mathematics would be an added recommendation. Extra-curricular scope includes Sailing, Senior Cricket and Coaching.
Apply with curriculum vitae and names and addresses and telephone numbers of two referees to: The Headmaster, Wycliffe College, Stonehouse, Glos. Tel. Stonehouse 2432.

GUILDFORD
ROYAL GRAMMAR SCHOOL
(Formerly voluntary controlled, now H.M.C. independent 650 boys, 200 in Sixth Form)
Required in September, 1980, a GRADUATE in a strong department with a consistently good record of academic success. Well equipped laboratories and facilities with National course taught throughout. Electronics and other project work in occupied. Computing facilities are extensive and are to be extended. The post would be most suitable for a person with some experience but an exceptional new graduate could be considered, the essential requirements being enthusiasm and imagination.
Applications, together with curriculum vitae and the names of two referees, should be sent, as soon as possible, to the Director of Studies, Stoke Park, Guildford, Oxfordshire OX1 3QE. Tel. Sanbury (0295) 72006.

HERTFORDSHIRE
ST. CHRISTOPHER'S SCHOOL
Letchworth, Hertfordshire
Required in September, 1980, a TEACHER of PHYSICS to teach throughout the school up to "A" level, including Sixth Form, and to take an active part in Junior House. Suitable for a married man or woman.
It is would welcome a teacher willing to share in the pastoral responsibilities, extra-curricular activities and games of two or three years.
Applications with full details, including qualifications and names of two referees, to the Headmaster, School Principal, St. Christopher's School, Letchworth, Hertfordshire.

HERTFORDSHIRE
OSHWANGER SCHOOL
(Independent—700 boys (day and boarding)
Required for September, 1980, a GRADUATE PHYSICIST with interest in electronics. Accommodation available. Burnham Scale 2 salary with extra allowance.
Apply by letter with names of two people to whom reference may be made to the Headmaster, Oshwanger School, Beaconsfield Road, Hertfordshire, HP4 2SS.

HERTFORDSHIRE
CHRIST'S HOSPITAL GIRLS' SCHOOL
Pow Green, Hertford.
BIOLOGY GRADUATE required for Autumn Term, 1980, a keen and have responsibility for games and be a University graduate.
Salary according to experience. Burnham Scale 2 or 3.
Apply in writing to the Headmistress, with curriculum vitae and names and addresses of two referees.

HULL
HULL COLLEGE
(Independent Boys Boarding School for Boys 11-18)
Required for September, 1980: a GRADUATE to teach PHYSICS. Some ability to help in the school as and the activities and interests of the boys with games, rugby and athletics. Ability to teach games especially rugby is an advantage, though not essential.
Salary will be according to qualifications and experience but will be not less than Scale 1 Burnham.
Applications with curriculum vitae and the names of two referees to the Headmaster, King's College School, Wimbledon Common, SW19 4TT.

NEWCASTLE upon Tyne
DAME ALLAN'S GIRLS' SCHOOL
Fettes Terrace, Jesmond, Newcastle upon Tyne NE2 2JY
Block Grant Independent
Required for September, 1980:
GRADUATE CHEMISTRY and GRADUATE BIOLOGIST to share in the teaching of Physics to the Lower School and Chemistry to the Middle and Upper Schools.
Apply to the Headmistress, giving full details of qualifications, curriculum vitae, testimonials, and the name and address of two referees.
Scale 1 or Scale II Burnham.

NOTTINGHAM/DERBY
STONY COLLEGE
Long Eaton, Nottingham
(H.M.C. Boys Day School aged 11 to 18, including 295 boarders. 115 in Sixth Form. Co-ed from 16+.)
Required for September, 1980, a GRADUATE CHEMISTS to train as all levels. There are three fully equipped laboratories and a new lab in electronics area. Interest in Aerospace Industry is a special asset. Ability to participate in the games/activities programme at all levels and dominantly boarding school. Burnham Scale 2 plus accommodation.
Applications to the Headmaster with names of two referees.

OXFORD
OXFORD HIGH SCHOOL
(Direct Grant reverting to Independent)
Boys
Bulkington Road
Blackbird Leys
Required in September, 1980, a GRADUATE MASTER to teach the subject throughout the school up to "A" level. Applicants should be prepared to share in the games programme.
Please write to the Headmaster, enclosing curriculum vitae and the names and addresses of two referees.

SOMERSET
BRUTON SCHOOL FOR GIRLS
Bruton, Somerset
Somerset BA10 0NY
Required for September, 1980, GRADUATE BIOLOGIST to join a small team in school of 400 girls. A level Sciences are increasing in numbers and there is a large Lower Biology candidature in 1980. Lower Sixth Form Biology (S.P.) level and also Junior and Middle School Science are taught by specialists. Some form of pastoral responsibility is recommendation. Recently trained teacher would be considered.
Enquiries and applications to the Headmistress.

SOUTHAMPTON
TOWNHILL PARK SCHOOL
Southampton
Required for September, 1980 a GRADUATE MASTER to teach Biology to "O" level.
Apply for further particulars to the Headmaster, HP 2, Townhill Park School, Kellet Road, Southampton SO1 5JY, to whom applications and formal should be sent, giving full details of education and the names of two referees to reach the school by 14 March, 1980.

SURREY
SUTTON SCHOOL
Church Road, Sutton, Surrey SM1 4BR
Required for September, 1980, two Qualified MATHEMATICS TEACHERS, one for CHEMISTRY and one for BIOLOGY to join a dynamic team. Ability to teach Lower Sixth "O" level and also Junior and Middle School Science and Mathematics is important. Some experience is a recommendation. Recently trained teachers would be considered.
Enquiries and applications to the Headmistress.

SOUTHAMPTON
TOWNHILL PARK SCHOOL
Southampton
Required for September, 1980 a GRADUATE MASTER to teach Biology to "O" level.
Apply for further particulars to the Headmaster, HP 2, Townhill Park School, Kellet Road, Southampton SO1 5JY, to whom applications and formal should be sent, giving full details of education and the names of two referees to reach the school by 14 March, 1980.

SURREY
GUILDFORD HIGH SCHOOL
(Church School in Trust)
London Road, Guildford, Surrey
Required for September, 1980, a GRADUATE to teach BIOLOGY in A-LEVEL. Ability to teach Elementary to "O" level, at least initially, would be an advantage. Strong Science tradition. Good laboratory facilities. Scale 2.
Applications by letter in Headmistress's own handwriting with curriculum vitae and names of two referees.

SIBFORD SCHOOL,
Sibford Ferris, Banbury, Oxon OX15 5QL
(Co-educational Boarding School—360 pupils)
Required for September:

A teacher

to act as

Assistant Housemistress

In a modern residential House for 40 girls, ages 11-16, and to teach either English or Religious Education up to 'O' Level.

Scale 1 plus substantial allowances and other benefits. Details and application form from the Headmaster.

LONDON W.6.
ST. PAUL'S GIRLS' SCHOOL
(Day School)
Required from September, 1980, a GRADUATE in PHYSICS DEPARTMENT to organise and teach the subject throughout the School. Applicants should be interested in supervising extra-curricular work. Large newly modernised well equipped laboratories.
Applications in writing to The Headmistress, giving full curriculum vitae and the names and addresses of two referees.

OXFORDSHIRE
MOULSFORD SCHOOL
(Independent Co-Ed Prep School)
Required for September, 1980, a GRADUATE to be HEAD of DEPARTMENT in a strong department with a consistently good record of academic success. Well equipped laboratories and facilities with National course taught throughout. Electronics and other project work in occupied. Computing facilities are extensive and are to be extended. The post would be most suitable for a person with some experience but an exceptional new graduate could be considered, the essential requirements being enthusiasm and imagination.
Applications, together with curriculum vitae and the names of two referees, should be sent, as soon as possible, to the Director of Studies, Moulsford School, Moulsford, Oxfordshire OX10 9JG.

SURREY
[illegible]

SURREY
[illegible]

SURREY
[illegible]

SURREY
[illegible]

Religious Education
Heads of Department

LEICESTERSHIRE
LOUGHBOROUGH HIGH SCHOOL
(Direct Grant Grammar School, becoming Independent)
Required in September, 1980, TEACHER of RELIGIOUS EDUCATION to organise the subject throughout the School. Salary negotiable, depending on qualifications and experience.
Apply as soon as possible with full curriculum vitae and the names of two referees to the Headmistress, Loughborough High School, Burton Walks, Loughborough, from whom further details are available.

Other Assistants

BERKSHIRE
HEATHFIELD SCHOOL
Ascot
Applicants are invited for the post of GRADUATE CHAPLAIN to take effect in May 1980 or September, 1980. To contains Chaplain's duties will be teaching, preparing for Confirmation and the other religious classes, leading Church services, Sunday School, Burnham Scale and Government Superannuation. Modern bungalow with attractive garden in grounds provided free of charge. Apply in writing with curriculum vitae and names and addresses of two referees to the Chairman of the Council, c/o the Headmistress of the school.

Science
Heads of Department

BEDFORD
BEDFORD HIGH SCHOOL
Bedford MK40 2AE
Independent 850: girls 7-18 140 in Sixth Form
Head of Physics
Wanted in September: Burnham Scale 2 or 3 according to qualifications and experience.
Applicants should be of position, curriculum vitae and names of two referees, to the Headmistress.

CHESHIRE
NORTH CHESHIRE GRAMMAR SCHOOL
Northwich
(Mixed 11-18)
Required for September, 1980, a GRADUATE PHYSICIST to teach throughout the school, including second in Department, to take charge of the Physics Section, including the Sixth Form. Salary according to qualification and experience, Burnham Scale 2 and superannuation or in maintained School.
Application forms and particulars are available from the Headmaster.

INDEPENDENT
Science
continued

SURREY
NAVAL NAVAL SCHOOL
Hindhead
(Co-ed Girls)
Required in September, 1980, well-qualified SCIENCE TEACHER to join department of five offering CHEMISTRY and PHYSICS to all level standard London Board.
Possibility of "A" level work in other subject for suitably qualified specialist.
Scale 1 post.
Apply Headmistress with full curriculum vitae and names and addresses of two referees.

WEST SUSSEX
PHYSICS TEACHER required for September, 1980, to organise and teach the subject throughout this small girls' boarding school (125 boys aged 11-18) preparing for Public Schools Exams.
Some experience of teaching at full secondary level essential. Sailing enthusiast recommended.
Particular recommendation available.
Scale 1 post.
Apply with curriculum vitae and names of two referees.

WORCESTERSHIRE
Walton Hall College
SCIENCE GRADUATE required in September, 1980, to assist with practicals and TUTORIAL DUTIES up to "O" level.
Some teaching experience of full level work a possibility. Ability and willingness to help with outside activities, games, D.E.P., etc., an asset.
Accommodation likely to be available.
Salary above Burnham.
Applications, together with the names of two referees, to the Headmaster, Walton College, Wellington, Telford, Salop.

WORCESTERSHIRE
WROEKN COLLEGE
PHYSICIST required for September 1980 to teach the subject up to and including "A" Advanced level. Ability and willingness to help with outside activities, games, D.E.P., etc., an asset.
Accommodation likely to be available. Salary above Burnham.
Applications, together with the names of two referees, to the Headmaster, Wroekn College, Wellington, Telford, Salop.

YORK
QUEEN MARGARET'S SCHOOL
Escrick Park
York YO4 1EH
Required for September GRADUATE to teach MATHEMATICS to Advanced level and some Physics. Headmistress and Non-Resident Housemaster.
Apply with curriculum vitae and names of two referees or copies of recent testimonials to the Headmistress.

Speech and Drama

MUSICAL SHOW PRODUCTION IN AMERICA
Numerous vacancies in American summer camps for people with skills in Musical Show Production. Mid-June to late August 1980. Round-trip flights, board and lodging and wide salary range. Apply Dept. Musical Show Production, Box 2, 15 Maddox Street, London, W1R 9LE. Tel. 01-629 1923.

Technical Studies

HAMPSHIRE
WINCHESTER COLLEGE
Warden and Fellows require a MECHANICAL engineer of engineering drawing to "O" level at least.
Applicants interested in design in general, or in electronics, would be especially welcome.
For more details, write to the Headmaster's Secretary, Winchester College, Winchester, Hants. SO23 9NR.

Other than by Subject Classification

Other Assistants

GRIMSBY
ST. JAMES' SCHOOL
The Chair, School of Great Grimsby Trustees, requires an Associated School of the Woodard Corporation (11 Trafalgar Square, London) for:
(1) TEACHING MATHEMATICS with COMPUTER SCIENCE up to "O" level and "A" level, one of whom should also be prepared to live in a resident capacity in a house of boarding pupils. Preference will be given to candidates willing to assist with games and cricket, especially in Spring and Summer.
Please send curriculum vitae and names and addresses of two referees to the Headmaster, St. James' School, Grimsby, South Humberside, DN31 2TW. Closing date for applications, 29th February, 1980.

BUCKINGHAMSHIRE
Independent Preparatory School
HEAD TEACHER
Head Teacher sought for September 1980 34 to 40 years of age
Graduate who has taught preferably in both recognised independent preparatory and secondary schools. Must have experience at Deputy Head or similar level.
The School is within 30 miles of London, has capacity for 200 boys from 5 to 13 years and is expanding. Approach is traditional and boys are prepared for a variety of public schools. Burnham Scales are recognised but salary and other benefits are negotiable. Write for an Application Form to Box TES 3720, The Times WC1X 8EZ.

HERTFORDSHIRE
ST. ALBIONBURY SCHOOL
Requires Junior School GLASS TEACHER.
Please see main advertisement under Primary Schools Scale 1 Post.

KENT
BERGHURST SCHOOL
Goudhurst, Kent
Independent, Girls, Roll 360
Requires in September, 1980, due to increased enrolment, fully trained, qualified and preferably experienced TEACHER for the teaching posts. Burnham salaries according to qualifications and experience.

(1) HEAD OF the HISTORY DEPARTMENT, Scale 3 post, to take responsibility for this core curriculum subject throughout the School and to teach to G.C.E. "O" "A" and University Entrance level.
(2) HISTORY throughout the School and to G.C.E. "O" and "A" level together with one other subject (Lutyens Studies, Religious Knowledge, Geography or a Modern Language would be useful). Scale 1 or 2 post.
(3) MODERN LANGUAGES (French and German) throughout the School and to G.C.E. "O" and "A" level standard: Scale 1 or 2 post.
(4) HOME ECONOMICS (Needlework and Dressmaking, Food and Nutrition) to G.C.E. "O" and "A" level standard. Scale 1 or 2 post.
(5) BIOLOGY and GENERAL SUBJECTS (Physical Education, Religious Knowledge and Geography would be useful) throughout the School, age range 10-girls to 13-plus. Scale 1 or 2 post.
(6) PHYSICAL EDUCATION throughout the School. Candidates should be able to teach Lacrosse and other one other teaching subject. Scale 1 post.
(7) Part-time, approximately half-timetable: ART and CRAFT, to include some Pottery.

Those posts can be either resident or non-residential though residents would be preferred or as many of the six full-time posts as possible.
Apply by letter (no forms) to the Headmistress, Rodenhurst School, Clapham, Bedfordshire, MK41 7NT, from whom further details are available. Posts include curriculum vitae and names and addresses of two referees.

KENT
Required September 1980 qualified TEACHER of ENGLISH and HISTORY to public school standards and G.E. standard. Ability to join games and assist with particular activities, resident or non-resident.
Salary Burnham scales.
Apply to the Headmistress, Holmewood House, Langton Green, Tunbridge Wells, with names, addresses and telephone numbers of two referees.

LEICESTERSHIRE
FAIRFIELD LOUGHBOROUGH ENDOWED SCHOOLS LOWER SCHOOL
Leicester Road, Loughborough
1422 boys and girls
Two ASSISTANT TEACHERS required for September, 1980. Burnham Scale, plus an additional increment. One one of the posts is for a teacher of Junior Science and Mathematics, the other for a teacher of Junior Mathematics and Junior Science.
Letters of application should be sent to the Headmaster, giving full curriculum vitae and names of two referees.

LONDON
WESTMINSTER TUTOR SCHOOL
(I.P.S.B.)
Required for Independent School
Required immediately, Chemistry TEACHER for JUNIOR DEPARTMENT to teach GENERAL SCIENCE (including Physics. Age range 8-13 years with sound background knowledge of two subjects.
Apply in writing to the Headmistress, Westminster Tutor School, 80 Ennis Road, Finsbury Park, London N4 3RA, giving names of two referees and full details of qualifications and experience. Please enclose self-addressed stamped envelope.

LONDON
HARVINGTON SCHOOL
EDUCATIONAL TRUST, LTD
30 Castlewe Road,
London, SW2 2DS
Required for September, in girls' school TEACHER for GENERAL SUBJECTS to eight-year-olds and ART up to 13 years.

LONDON SE12
RIVERSTON SCHOOL
Chinbrae Road, London SE12 8UF
Tel. 01-852 1251
Required for Summer Term—April 1980.
Junior School
Experienced GENERAL SUBJECTS TEACHER (Scale 3 plus London Allowance), for 8-9 year old class. Able to take P.E. and Netball.
Applications to Principal with curriculum vitae and names and addresses of two referees.

Preparatory Schools

Deputy Headships Senior Masters/ Mistresses

EAST SUSSEX
(I.A.P.S. Day/Boarding mixed school 120 children, requires a well-qualified Deputy Headmaster, Martlet. The successful applicant will have had a number of years' experience in Preparatory Schools, will be able to teach Mathematics to P.S.E. and form two-subjects, be willing to help with games. He will be fully committed to the School and may reside in single, married accommodation, whose wife would be Matron/Housemother of the domestic side. Salary would be according to Scale.
Initial application with curriculum vitae and names and addresses of two referees to the Headmaster, Bryan Wilson, Ashdown House, Forest Row, East Sussex. Post whom further particulars may be obtained.

By Subject Classification

Art and Design

Other Assistants

OXFORD
SUMMER FIELDS
Oxford, OX2 7BA
Prep School, age boys 8-13 years.
Required in September, 1980 TEACHER to take over Boarding Ex Dormitory.
Apply in writing to the Headmaster and send curriculum vitae and names of referees.

SHREWSBURY
ROCKWOOD HOUSE
Rectal St Towns, Shrewsbury
SY4 2LQ
Required September, 1980, a TEACHER to be responsible for the care and stimulation of the boarders (5-13) and general duties as available in special small unit. Art and Handicraft room.
Salary Burnham.
Please apply with curriculum vitae, stating names of referees, to the Headmistress.

LONDON, S.W.15
PUTNEY HIGH SCHOOL
G.P.D.S.T.
35 Putney Hill SW15 6BH
Required September, 1980 a TEACHER to take charge of art in seven year olds. Music and piano playing essential.
Apply to the Headmistress at the school with full particulars and names of two referees.

NORTHERN IRELAND
PORTORA ROYAL SCHOOL
Donaghadee
Two posts are available for September, 1980, in this HALF SCHOOL, situated in a very beautiful part of Ireland.
1. CHEMISTRY to A Level (with some G.C.E. Level Maths).
2. ENGLISH with an interest in educational testing procedures for some junior French.
Both posts are on Scale 1, with an allowance for involvement in the life of a rapidly expanding co-educational boarding community. Free accommodation is available for a single person, or a house may be available for a married person.
Full curriculum vitae and names of two referees by 30th March to the Headmaster, Portora Royal School, Enniskillen, Co. Fermanagh, BT74 7HA.

OXFORD
HYE ST. ANTONY SCHOOL
Catholic Boarding and Day School for Girls, 200 girls aged 3 to 18.
Required in September, qualified TEACHER of Infants' form aged 7 to 10 to 11-year-olds. Successful applicant must also teach ENGLISH and RELIGIOUS EDUCATION, Scripture, to a second form.
Apply with curriculum vitae and two testimonials or names of two referees to the Headmistress, St. Antony School, Pullens Lane, Headington Hill, Oxford OX3 0BY.

SOMERSET
CHILDSCOTT CO-EDUCATIONAL BOARDING SCHOOL
Lattford House, Timsbury, Somerset
100 children, 10-16 years!
Required in April, a young, qualified TEACHER, preferably with some previous experience, for GENERAL SUBJECTS including MATHEMATICS mainly with 10-13 year age group.
Some extra-curricular duties, games and activities.
Temporary post with possibility of permanency for suitable applicant.
Apply to Principal with curriculum vitae and names of two referees.

SUSSEX
MICKLEFIELD SCHOOL
Seaford
Required in September, a GRADUATE to teach PHYSICS and APPLIED MATHEMATICS to "O" level. Full time resident only. Current Burnham Scale and resident allowance; non-resident post.
Please apply with the names of two referees to the Headmistress.

W. YORKSHIRE
FULNECK GIRLS' SCHOOL
Pudsey
Required for September, 1980, a qualified TEACHER, preferably with experience, for a class of five in six-year-olds (Burnham Scale).
Please apply to the Headmistress, Fulneck Girls' School, Pudsey, Leeds, West Yorkshire, LS28 8DE.

Deputy Headships Senior Masters/ Mistresses

RUCKINGHAMSHIRE
CALDICOTT
Farnham Royal, Bucks.
PENSON to teach Middle School MATHS up to C.E. with Science as a secondary subject, required in September.
Ability to coach Cricket, Hockey or Rugby would be an asset but not essential.
Salary in excess of Burnham Scale 3, with free board and lodging for single person, plus cut allowance for married applicant.
Applications, together with C.V. and names and addresses of two referees to the Headmaster, Caldicott, Farnham Royal, Bucks.

LANCASHIRE
ST. MARY'S HALL
Stonyhurst
Required for September, 1980, an ASSISTANT MATHEMATICS TEACHER to teach in this Boarding School of 270 boys (eight of whom are Day Boys). Some supplementary and might well suit a recent graduate or one who is not quite ready for advanced learners etc. Accommodation available (including one person) of a standard not unlike the ability to offer hospitality to visitors. No extra-curricular duties. Applicants should be prepared to take part in the school's life by helping with other activities, especially outdoor ones. Accommodation for a single person. Married accommodation otherwise.
Applications to the Headmaster, St. Mary's Hall, Stonyhurst, Lancashire BB7 9PU. Please quote reference 243 and giving the names and addresses of two referees.

OXFORD
DRAYTON SCHOOL
Required in September, 1980, a young TEACHER of MATHEMATICS to teach the subject up to "O" level throughout the school. Salary according to Burnham Scale.
Applications, with the names of two referees, to the Headmaster, Drayton School, Oxford.

SUSSEX
ARGINOLL COLLEGE
Boarding School
Requires September, 1980, a TEACHER of MATHEMATICS to teach MATHEMATICS in the 9 to 13 age group.
Applications by letter with Curriculum Vitae and the names of two people to whom reference can be made, should be sent to the Master of Junior School, Ardingly College, Haywards Heath, Sussex RH17 6DQ.

Modern Languages

CHESHIRE
BIRCH HILL SCHOOL
Macclesfield SK10 3BG
(Qualified Teacher required, one to teach French and German and Bristol LATIN, both up to P.S.E., preferably ability to coach games and outward-bound activities very useful.
Accommodation provided: one single room and one double flat.
Apply Headmaster, Birch Hill School, Macclesfield. Tel.: 06-352 3122.

HERTFORDSHIRE
STORMONT SCHOOL
LAMPES, 120 girls 4-13
Required in September, 1980, qualified TEACHER to teach FRENCH to 8-13 age group. This is a part-time post involving some travelling to outlying schools.
Burnham Scale salary with Other London Allowance.
Please apply with curriculum vitae (the names of two referees to the Headmistress, Stormont, The Causeway, Potters Bar, Herts. EN6 3QA.

LINCOLNSHIRE
Required for September—TEACHER to teach French and German (Lower School).
Preferably there may be opportunity to take other subjects by arrangement.
Mr. Wise is an IAPS boarding school, due to become co-educational in September after the acquisition of new property.
Salary will be Burnham (plus £525) with the opportunity of supplementary income. Free board. Usual duties and residence with extra curricular activities.
Apply giving names of referees to the Headmaster, Mr. Hugh's School, Woodhill, Spa, Lincs.

RICHMOND upon Thames
London Borough of
NEWLAND HOUSE SCHOOL
(I.A.P.S. Boys' Preparatory Trust Co-educational day school: 350 pupils)
Required for September, 1980, an ASSISTANT MATHEMATICS TEACHER to teach MATHEMATICS to Advanced level and some Physics. Experience in teaching Mathematics to Advanced level and Physics to "O" level standard.
Ability to help with games and other activities essential.
Salary according to Burnham Scale plus London Allowance.
Apply in writing to the Headmaster, giving full curriculum vitae and names of referees.

SUSSEX
ST. AUBYNS
Hastingdean, Brighton
Required in September, 1980, TEACHER to teach Mathematics up to "O" level. Experience of coaching games, soccer and cricket an asset, and ability to coach games generally essential. Accommodation available.
Apply Headmaster, Hastingdean, St. Aubyns, Brighton.

RICHMOND upon Thames
(London Borough of)
NEWLAND HOUSE SCHOOL
(I.A.P.S. Educational Trust Co-educational Day School 300 pupils)
Required for September, an experienced TEACHER of FRENCH to be responsible for the teaching of French throughout the school (10 plus to 13 plus).
This post is now vacant owing to expansion of numbers.
Some help with boys' games will be required.
Salary according to school scale (above Burnham), with London Weighting, government superannuation and, for the right candidate, a responsibility allowance. A school flat is available if required.
Candidates should apply in writing with curriculum vitae, two testimonials and the names and addresses and telephone numbers of two referees to the Headmaster, Newland House School, Waldegrave Road, Twickenham TW1 4TQ.

SURREY
PERSE GIRLS' LEET SCHOOL
Cobham
Required TEACHER required in April or September. Ability to teach some games an advantage. Resident or non-resident post. Burnham scale. Government superannuation.
Apply for further details to Headmistress.

SURREY
SALISBURY SCHOOL
Hindhead GU26 6BL
TEACHER required for September to take charge of SPANISH throughout the school and to teach French to Advanced level. Ability to help with games and activities essential. Applicants should have had experience in teaching languages and be able to teach some music and/or outdoor activities. Graduate with Teaching Certificate would have the qualifications we seek.
Apply with names and/or outdoor activities, Governor, Hyperion, Hindhead.

SURREY
SALISBURY SCHOOL
Hindhead GU26 6BL
TEACHER required for September to take charge of SPANISH throughout the school and to teach French to Advanced level. Ability to help with games and activities essential. Applicants should have had experience in teaching languages and be able to teach some music and/or outdoor activities. Graduate with Teaching Certificate would have the qualifications we seek.
Apply with names and/or outdoor activities, Governor, Hyperion, Hindhead.

SURREY
PRESTFELDE SCHOOL
Godalming
Required TEACHER required in April or September. Ability to help with games an advantage. Resident or non-resident post. Burnham scale. Government superannuation.
Apply for further details to Headmistress.

SURREY
PRESTFELDE SCHOOL
Godalming
Required TEACHER required in April or September. Ability to help with games an advantage. Resident or non-resident post. Burnham scale. Government superannuation.
Apply for further details to Headmistress.

SURREY
TEACHER required by I.A.P.S. school to P.S.E. standard. Permanent appointment, full time to 13 age group.
Apply to Bursar, Hawtreys, Froyle, Near Alton, Hants.

SUSSEX
BRIGHTON COLLEGE
JUNIOR SCHOOL
Required in September, 1980, a TEACHER to teach French to non-resident boys aged 8-13 years.
Applications by letter with curriculum vitae and the names of two people to whom reference can be made, should be sent to the Master of Junior School, Ardingly College, Haywards Heath, Sussex RH17 6DQ.

Other Assistants

BUCKINGHAMSHIRE
SWANBOURNE HOUSE SCHOOL
Swanbourne, Nr. Aylesbury
MK17 0ZZ
Co-educational Prep. School (ages 8-13) requires assistant teaching staff to P.S.E. level.
Applicants should be able to teach games, preferably one other subject, and be willing to live in a small community.
Accommodation available.
Applications together with C.V. and names and addresses of two referees to the Headmaster.

YORK
ST. PETER'S SCHOOL
Junior School (Boarding)
Preparatory boarding school of 240 boys aged 8 to 13 requires a suitably qualified TEACHER to teach some junior classes (8 to 10 to 13) and at least one other subject.
Age: To help with the games and out-of-school activities, especially with games, would be an advantage.
Applications, with curriculum vitae, to the Headmaster, The Rev. C. Davis, Bootham Park, York. Tel. 0904 6.30. from whom further details may be obtained.

Pastoral

LONDON
WESTMINSTER CATHEDRAL CHOIR SCHOOL
ASSISTANT HOUSEMASTER or MATRON required for September, 1980, to join Catholic choir school. Graduate to teach to age of 13 plus. Shorter hours than most boarding schools. Suitable for married couple. Accommodation provided.
Apply Headmaster, Westminster Cathedral Choir School, 16 Ashley Place, London SW1P 1LX.

WEST SUSSEX
RESIDENT (SENIOR) MASTER and MATRON required for Prep School, 80 boarders, boys 7-13 years. Starting first term-time accommodation available.
Apply Bursar, Ashfold School, Horsham, Sussex.

Physical Education

MIDDLESEX
TUDOR HALL SCHOOL
Wimbledon, SW20 0EE
Required for September, 1980, two people to whom reference can be made, should be sent to the Master of Junior School, Ardingly College, Haywards Heath, Sussex RH17 6DQ.

Modern Languages

CHESHIRE
BIRCH HILL SCHOOL
Macclesfield SK10 3BG
(Qualified Teacher required, one to teach French and German and Bristol LATIN, both up to P.S.E., preferably ability to coach games and outward-bound activities very useful.
Accommodation provided: one single room and one double flat.
Apply Headmaster, Birch Hill School, Macclesfield. Tel.: 06-352 3122.

HERTFORDSHIRE
STORMONT SCHOOL
LAMPES, 120 girls 4-13
Required in September, 1980, qualified TEACHER to teach FRENCH to 8-13 age group. This is a part-time post involving some travelling to outlying schools.
Burnham Scale salary with Other London Allowance.
Please apply with curriculum vitae (the names of two referees to the Headmistress, Stormont, The Causeway, Potters Bar, Herts. EN6 3QA.

LINCOLNSHIRE
Required for September—TEACHER to teach French and German (Lower School).
Preferably there may be opportunity to take other subjects by arrangement.
Mr. Wise is an IAPS boarding school, due to become co-educational in September after the acquisition of new property.
Salary will be Burnham (plus £525) with the opportunity of supplementary income. Free board. Usual duties and residence with extra curricular activities.
Apply giving names of referees to the Headmaster, Mr. Hugh's School, Woodhill, Spa, Lincs.

RICHMOND upon Thames
London Borough of
NEWLAND HOUSE SCHOOL
(I.A.P.S. Boys' Preparatory Trust Co-educational day school: 350 pupils)
Required for September, a qualified TEACHER of MATHEMATICS to teach MATHEMATICS to Advanced level and some Physics. Experience in teaching Mathematics to Advanced level and Physics to "O" level standard.
Ability to help with games and other activities essential.
Salary according to Burnham Scale plus London Allowance.
Apply in writing to the Headmaster, giving full curriculum vitae and names of referees.

SUSSEX
ST. AUBYNS
Hastingdean, Brighton
Required in September, 1980, TEACHER to teach Mathematics up to "O" level. Experience of coaching games, soccer and cricket an asset, and ability to coach games generally essential. Accommodation available.
Apply Headmaster, Hastingdean, St. Aubyns, Brighton.

Other Assistants

DORSET
CLAYESMORE PREPARATORY SCHOOL
Blandford
(I.A.P.S. Co-educational 4-13, 180 boys, 20 girls)
Required in September, 1980, a qualified TEACHER to teach Mathematics throughout the School and to take games. There will be a vacancy for a Junior (Pre) Form Teacher in the School. Ability to help with games essential.
Burnham salary scale, Government superannuation, assistance towards education of children in both the Public and Preparatory Schools. Accommodation for a single person.
Written applications and names of two referees to the Headmaster, Clayesmore Preparatory School, Iwerne Minster, Blandford, Dorset DT11 8PH.

DURHAM
BOW SCHOOL
Co-ed Boarding School to Degree Standard
Required in September, 1980, a TEACHER of Mathematics to Advanced level. Ability to help with games, C.C.F. and other activities essential.
Apply Headmaster, Bow School, Durham.

SURREY
PAXMAN'S SCHOOL
Ashtead
Required in September, 1980, a TEACHER to teach some Mathematics up to "O" level.
Ability to help with games and other activities essential.
Salary scale of Burnham.
Apply with curriculum vitae and names and addresses and telephone numbers of two referees to the Headmaster, Clifton's Preparatory School, Stapleton, Bristol BS16 1BA.

RICHMOND upon Thames
London Borough of
NEWLAND HOUSE SCHOOL
(I.A.P.S. Educational Trust Co-educational Day School. 350 pupils)
Required for September, an experienced TEACHER to be responsible for the teaching of MATHEMATICS throughout the School (10 plus to 13 plus).
This post is now vacant owing to expansion of numbers.
Some help with boys' games will be required.
Salary according to school scale (above Burnham), with London Weighting, government superannuation and, for the right candidate, a responsibility allowance. A school flat is available if required.
Candidates should apply in writing with curriculum vitae, two testimonials and the names and addresses and telephone numbers of two referees to the Headmaster, Newland House School, Waldegrave Road, Twickenham TW1 4TQ.

SUSSEX
BRIGHTON COLLEGE
JUNIOR SCHOOL
Required in September, 1980, a TEACHER to teach French to non-resident boys aged 8-13 years.
Applications by letter with curriculum vitae and the names of two people to whom reference can be made, should be sent to the Master of Junior School, Ardingly College, Haywards Heath, Sussex RH17 6DQ.

SURREY
TEACHER required by I.A.P.S. school to P.S.E. standard. Permanent appointment, full time to 13 age group.
Apply to Bursar, Hawtreys, Froyle, Near Alton, Hants.

SUSSEX
BRIGHTON COLLEGE
JUNIOR SCHOOL
Required in September, 1980, a TEACHER to teach French to non-resident boys aged 8-13 years.
Applications by letter with curriculum vitae and the names of two people to whom reference can be made, should be sent to the Master of Junior School, Ardingly College, Haywards Heath, Sussex RH17 6DQ.

Science

Heads of Departments

BUCKINGHAMSHIRE
CALDICOTT, FARNHAM ROYAL
HEAD OF SCIENCE required in September, 1980, to teach Physics to "O" level and Chemistry to "O" level.
Ability to teach other subjects in the school.
Ability to coach games or help with other activities.
Graduate to teach up to "O" level standard. Shorter hours than most boarding schools. Suitable for married couple. Accommodation provided.
Apply Headmaster, Caldicott, Farnham Royal, Bucks.

SUSSEX
ST. AUBYNS
Hastingdean, Brighton
Required in September, 1980, a TEACHER to be in charge of Science throughout the school. Experience of coaching games, soccer and cricket an asset, and ability to coach games generally essential. Accommodation available.
Apply Headmaster, Hastingdean, St. Aubyns, Brighton.

WEST SUSSEX
RESIDENT (SENIOR) MASTER and MATRON required for Prep School, 80 boarders, boys 7-13 years. Starting first term-time accommodation available.
Apply Bursar, Ashfold School, Horsham, Sussex.

Other Assistants

DORSET
CLAYESMORE PREPARATORY SCHOOL
Blandford
(I.A.P.S. Co-educational 4-13, 180 boys, 20 girls)
Required in September, 1980, a qualified TEACHER to teach Mathematics throughout the School and to take games. There will be a vacancy for a Junior (Pre) Form Teacher in the School. Ability to help with games essential.
Burnham salary scale, Government superannuation, assistance towards education of children in both the Public and Preparatory School. Accommodation for a single person.
Written applications and names of two referees to the Headmaster, Clayesmore Preparatory School, Iwerne Minster, Blandford, Dorset DT11 8PH.

DORSET
PONT REDIS
Motcombe Park, Shaftesbury
(I.A.P.S. Co-educational, 200)
Young School TEACHER required for September, 1980 to teach in small prep school. Science, Mathematics preferred.
Apply with curriculum vitae to the Headmaster.

PREPARATORY
continued

SCHOOL
Ashford, Kent
Day and Boarding: 150 boys
Required for September, 1980, a qualified TEACHER for Science to teach SCIENCE throughout the school to Advanced level. Ability to help with games and other extra curricular activities essential.
Apply in writing giving full curriculum vitae and names of two referees, to the Headmaster.

LAND SCHOOL
Lower Sutton, Canterbury
Required for September, 1980, a PHYSICS to Public School standard and other subjects to Junior School standard.
Accommodation available for married couple.
Apply Headmaster.

CHAMPTON
HOUSE SCHOOL
Day
Qualified TEACHER required September, 1980, to teach to Public School Scholarship Salary at least according to Burnham Scale. Government superannuation.
Apply Headmaster, Champton House School, Nutfield Surrey.

Further than by Subject Classification

Other Assistants

BERKSHIRE
MAIDENHEAD COLLEGE
(I.A.P.S. Independent day school for girls)
College Avenue, Maidenhead
(Hall Mill)
Required April, 1980, a qualified Infant TEACHER for pre-school class of four-year-olds. N.C. preferred.
Apply, with names of referees, to the Headmistress.

BRISTOL
COLSTON'S PREPARATORY SCHOOL
Stapleton, Bristol
(I.A.P.S. 230 boys, boarders. Remitted for Adell, for Summer Term, TEACHER for PRE-PREP. Form (5-10) to C.E. Level. Ability and willingness to help with games and other activities desirable. Bachelor accommodation available.
Please apply with curriculum vitae and names, addresses and telephone numbers of two referees to: The Headmaster, Colston's Preparatory School, Stapleton, Bristol BS16 1BA.

CHESHIRE
GEORGE HUYSHE SCHOOL
Independent G.D. (I.A.P.S.)
Co-educational, Boys to form 2TD
Junior School 180
Required for September, 1980, a TEACHER to assist in the Junior School, right to 11-year-olds. Scale 1 post.
Useful interest in adventure and games teaching an advantage. Accommodation for single person may be available.
Write, giving curriculum vitae, to Headmaster, Christ Hospital School, Hartmount Hall, Christ Hospital, Cheadle, Cheshire SK8 6QE.

DORSET
CLAYESMORE PREPARATORY SCHOOL
Blandford
(I.A.P.S. Co-educational 5-14 180 Girls, 120 boys)
Required in September 1980 a qualified TEACHER to teach primary school subjects to an age group. Ability to help with games essential.
Burnham salary scale, Government superannuation, assistance towards education of children in both the Public and Preparatory School. Accommodation for a single person.
Written applications and names of two referees to the Headmaster, Clayesmore Preparatory School, Iwerne Minster, Blandford, Dorset DT11 8PH.

DORSET
PONT REDIS
Motcombe Park, Shaftesbury
(I.A.P.S. Co-educational, 200)
Young School TEACHER required for September, 1980 to teach in small prep school. Science, Mathematics preferred.
Apply with curriculum vitae to the Headmaster.

HERTFORDSHIRE
Required for September, 1980, in (I.A.P.S. Boarding and day School) TEACHER, preferably Biologist to teach Science up to "O" level and PHYSICAL EDUCATION.
Ability to help with games and other activities essential.
Please write with full curriculum vitae and names of two referees to the Headmaster, Heath Mount School, Woodhall Park, Hertford.

KENT
KING'S SCHOOL
Rochester
Required for September, 1980, a resident ASSISTANT GENERAL SCIENCE TEACHER in the Junior School (210 boys aged eight to 13). Ability and willingness to help with games and other activities desirable.
Please apply with curriculum vitae and names, addresses and telephone numbers of two referees to: The Headmaster, Colston's Preparatory School, Stapleton, Bristol BS16 1BA.

LIVERPOOL
THE HILLSDEN SCHOOL
Liverpool Road, Lunesdale
17 Holyoake Road
Liverpool L19 0PG
Required for June, if possible, otherwise September, 1980, a fully qualified TEACHER of GENERAL SUBJECTS to teach Infants, Junior, with ability to help in Music throughout the Junior School.
Please send immediately to the Headmistress, giving the names and addresses of two referees and if possible, enclosing testimonials.

LONDON SW14
Required for May/September, 1980, TEACHER of GENERAL SUBJECTS in a day school. Ability to assist with rugby and cricket essential. Scale 1 post equivalent to Burnham Scale with full London allowance and Teachers' Superannuation.
Apply in writing, giving full cv/job details and the names of two referees to The Headmaster, Fower House School, 18b Sheen Lane, East Sheen, SW14 8LP.

NORFOLK
NORWICH HALL
Norwich NR6 6HU
Qualified TEACHER required in September to teach GENERAL SUBJECTS in I.A.P.S. preparatory school.
Ability to teach Physical Education, coach games, especially rugger and athletics, and undertake other extra-curricular activities an advantage.
Applications in writing, with names of referees, to the Headmaster.

NORFOLK
SEBTON HALL
West Runton, Cromer NR27 9NQ
(I.A.P.S. Day, Boarding and Day required September GENERAL TEACHER to take charge of either 5 or 6-year-olds form.
Applicants should either have or girls' games advantageous.
Salary Burnham, Government superannuation.
Apply Headmaster.

OXFORD
ONSLOW'S SCHOOL
1 Bardwell Road
(Independent 240 pupils aged 3-11)
There will be vacancies here in September for a TEACHER of infants and a TEACHER of Juniors.
Applications are invited from well-qualified teachers.
Please write immediately to the Headmistress of the school giving full details of qualifications, experience, age group preferred, special interests and the name of two people to whom reference may be made.
Burnham Scale, Government Superannuation.

RICHMOND upon Thames
(London Borough of)
NEWLAND HOUSE SCHOOL
(an I.A.P.S. Educational Trust Co-educational Day School
350 pupils)
Required for September:
(1) A qualified TEACHER for recaption class (age 4-5) to five-year-olds. Preference will be given to a candidate who has some experience. Ability to play the piano desirable.
(2) A qualified TEACHER for a form of 30 seven-year-olds with a little teaching higher up the school. Preference will be given to a candidate who can take games. This is a new post owing to expansion of numbers.
For both posts candidates for interview will be expected to visit the school. Salary according to Burnham Scale (above Burnham) with London weighting and Government superannuation.
Candidates should apply in writing, giving curriculum vitae, two testimonials and the names, addresses and telephone numbers of two referees, to the Headmaster, Newland House School, Waldegrave Road, Twickenham TW1 4TQ.

SURREY
THE GROVE SCHOOL
Hindhead
Public School for Girls: 100 Boarders: 50 Day Girls
TEACHER required September, 1980, for JUNIOR DEPARTMENT (ages 8-11).
All subjects, preferably including French.
We hope to find someone who will specialise in all aspects of School life. Burnham Scale.
Reply to the Headmistress with full curriculum vitae and names of two referees.

SURREY
KING'S HOUSE SCHOOL
Richmond
(I.A.P.S. Day Preparatory School)
Required for Autumn Term, 1980, Boarding and day masters, Classics, Mathematics, Science, English, Geography, Music, Games, Junior Classes, Class of 9-10-year-olds, Class of 10-11-year-olds, Mathematics to 10-11-year-olds.
The school is a Trust and Burnham Scale, London Allowance and Government Superannuation are paid.
Please write to the Headmaster, King's House School, 68 Kings Road, Richmond, Surrey, enclosing curriculum vitae and the names of two referees.

SUSSEX
FRONTHORPE SCHOOL
(I.A.P.S. Coeducational boarding/day. 160 pupils)
Required for September:
(1) A qualified TEACHER for recaption class (age 4-5) to five-year-olds. Preference will be given to a candidate who has some experience. Ability to play the piano desirable.
(2) A qualified TEACHER for a form of 30 seven-year-olds with a little teaching higher up the school. Preference will be given to a candidate who can take games. This is a new post owing to expansion of numbers.
For both posts candidates for interview will be expected to visit the school. Salary according to Burnham Scale (above Burnham) with London weighting and Government superannuation.
Candidates should apply in writing, giving curriculum vitae, two testimonials and the names, addresses and telephone numbers of two referees, to the Headmaster, Newland House School, Waldegrave Road, Twickenham TW1 4TQ.

SURREY
THE GROVE SCHOOL
Hindhead
Public School for Girls: 100 Boarders: 50 Day Girls
TEACHER required September, 1980, for JUNIOR DEPARTMENT (ages 8-11).
All subjects, preferably including French.
We hope to find someone who will specialise in all aspects of School life. Burnham Scale.
Reply to the Headmistress with full curriculum vitae and names of two referees.

SURREY
KING'S HOUSE SCHOOL
Richmond
(I.A.P.S. Day Preparatory School)
Required for Autumn Term, 1980, Boarding and day masters, Classics, Mathematics, Science, English, Geography, Music, Games, Junior Classes, Class of 9-10-year-olds, Class of 10-11-year-olds, Mathematics to 10-11-year-olds.
The school is a Trust and Burnham Scale, London Allowance and Government Superannuation are paid.
Please write to the Headmaster, King's House School, 68 Kings Road, Richmond, Surrey, enclosing curriculum vitae and the names of two referees.

SUSSEX
FRONTHORPE SCHOOL
(I.A.P.S. Coeducational boarding/day. 160 pupils)
NEWLAND HOUSE SCHOOL
Required for September:
(1) A qualified TEACHER for recaption class (age 4-5) to five-year-olds. Preference will be given to a candidate who has some experience. Ability to play the piano desirable.
(2) A qualified TEACHER for a form of 30 seven-year-olds with a little teaching higher up the school. Preference will be given to a candidate who can take games. This is a new post owing to expansion of numbers.
For both posts candidates for interview will be expected to visit the school. Salary according to Burnham Scale (above Burnham) with London weighting and Government superannuation.
Candidates should apply in writing, giving curriculum vitae, two testimonials and the names, addresses and telephone numbers of two referees, to the Headmaster, Newland House School, Waldegrave Road, Twickenham TW1 4TQ.

WEST SUSSEX
Required for September, 1980, a qualified experienced TEACHER for the Preparatory School (5-13 year olds).
Please apply in writing enclosing curriculum vitae and the names of two referees to the Headmaster, Arundale School, Pulborough, West Sussex.

WEST SUSSEX
PRIMENHAL SCHOOL
West Street, Chichester
(I.A.P.S.)
Headmaster, N. F. Ollerenshaw, M.A.
(Roll 160 boys and girls)
Required for September, 1980, TEACHER of GENERAL SUBJECTS combined with residential post of housemaster interested in this Catherdral Choir School.
Further details are available from the Headmaster to whom applications should be made with the names, addresses of two referees.

WILTSHIRE
ST. MARY'S SCHOOL
Calne
Required in September, 1980: a GRADUATE for Junior Preparatory School to teach a class of 10 to 11-year-olds and prepare them for the 11-plus Common Entrance.
A qualification in Mathematics would be an advantage.
This post could be resident or non-resident.
Apply with curriculum vitae to: The Headmistress, St. Mary's School, Calne, Wiltshire.

Colleges of Further Education

Heads of Department

BIRKSHIRE
BRACKNELL COLLEGE OF FURTHER EDUCATION
HEAD of DEPARTMENT of GENERAL SUBJECTS (Grade 4)
Applications are invited for the post to take commencing on 1st September, 1980.
Applicants should have appropriate qualifications and experience at a senior level in a college. The successful candidate is responsible for a wide range of, work including G.C.E., C.S.E., "A" Arts and Humanities, Creative Arts, Li

COLLEGES OF FURTHER EDUCATION
continued

CAMBRIDGESHIRE
PETERBOROUGH TECHNICAL COLLEGE

Required from 1st September, 1980, a LECTURER II in MATHEMATICS.

The successful applicant will be expected to contribute to the teaching in the Mathematics Section at all levels, preferably to offer a second subject will be an advantage.

Salary according to Burnham scale for Further Education.

Application forms and further information available from the Principal, Peterborough Technical College, Park Crescent, Peterborough, PE1 2QZ, to whom completed application forms should be returned as soon as possible.

CHESTERFIELD
CHESTERFIELD COLLEGE OF TECHNOLOGY AND ARTS

Applications are invited for the vacant post of:

LECTURER GRADE I in HOMEWORK EDUCATION

LECTURER Grade I in OFFICE ARTS

Further particulars and application forms (B.A.E. 1) from the Principal, Chesterfield College of Technology and Arts, Chesterfield. Completed forms should be returned by 5th March, 1980.

ilea colleges
INNER LONDON EDUCATION AUTHORITY

GARNETT COLLEGE
Downshire House,

Roehampton Lane, London SW15 4HR

(Telephone 01-788 8533)

PART-TIME LECTURER II

In the Education of the Disadvantaged

Applications are invited for a part-time post for one year as a lecturer II level, to be concerned with the training of teachers for various kinds of under-achievers. Candidates should be experienced in one or more of the following areas: remedial education, vocation preparation, link courses, Odyssey courses, education of the handicapped, and adult literacy programmes.

The opportunity is available for one to one year sabbatical from April, 1980. It may be made on a half-time basis (or less) by arrangement.

Salary scale: £4,908 to £7,386, plus £605 Inner London Allowance, in accordance with the recent Burnham Interim award, subject to formal approval.

Application forms and further details may be obtained from the Principal, Garnett College, Downshire House, Roehampton Lane, SW15 4HR, to whom completed forms should be returned within 10 days.

HACKNEY COLLEGE
Department of Electrical Engineering

LECTURER I IN ELECTRICAL ENGINEERING

required as soon as possible. Applications are invited for the above post to teach Electrical Engineering subjects to students obtaining City and Guilds and TEC courses. An interest in computer programming or telecoms would be an advantage. The post requires a specialist for development and administration of full-time courses.

Applicants should hold a Higher National Certificate or equivalent in the appropriate field.

Department of Building

LECTURER I IN BUILDING CRAFT SCIENCE

required as soon as possible. Applicants should be suitably qualified and have an interest in Surveying or Building. The post involves teaching on Building and Surveying courses, but is not essential. The ability to teach by research projects is more important than a specialist knowledge of building craft subjects. The post involves teaching at all levels and the ability to develop interest in research and consultancy work in the appropriate field is desirable.

LECTURER I IN CLEANING SCIENCE

Suitable as soon as possible. Applicants should have experience in the Cleaning Industry and be able to teach on Cleaning and Hygiene courses at all levels. The post involves the development of other courses in the area.

LECTURER I IN HOUSING

[illegible]

LECTURER I IN PLUMBING (2 Posts)

required as soon as possible. Applicants should be suitably qualified and have an interest in Plumbing. The successful candidates will be expected to teach Plumbing for Craft and Technician courses, including the Advanced Craft City and Guilds level.

Salaries for the above posts to be on Lecturer II scale, that is £4,908 to £6,438 in accordance with Burnham Interim award, subject to formal approval. Special rates for Inner London Allowance. Starting point depending on qualifications, training and experience.

Department of Mechanical Engineering

SENIOR LECTURER

required to be responsible for the general administration of the Heavy Section of the department. Candidates should have teaching, administrative and industrial experience in Heavy, or an allied area of work and preferably be members of the British Nuclear Institute. A broad appreciation of modern developments in electrical and electronic engineering would be an advantage.

Salary on an incremental scale starting at £7,002 to £8,280 (Salary to be BTI, in accordance with recent Burnham Interim Award) subject to formal approval (plus £605 Inner London Allowance). Starting point will depend on qualifications, training and experience.

Application forms obtainable from/completed to Personnel Administration Officer, Hackney College, Dalston E8 1LX (telephone 01-985 6484, extension 212).

Closing date: 14 days from appearance of advertisement.

LONDON COLLEGE OF FASHION
Oxford Circus, W.1

Department of General Studies

Applications are invited for the post:

LECTURER II IN JOURNALISM

The successful applicant required from May 1st or September 1st, 1980, will be responsible to the Senior Tutor for one-year fashion journalism course. He/she should be a graduate with practical journalism experience. Salary in accordance with Burnham Interim Award on lecturer II scale, with the Inner London Allowance of £605 p.a. (£4,908 - £7,386 (plus £605 Inner London Allowance) subject to formal approval.

Further details and application form, returnable within 14 days of this advertisement, from: Senior Administrative Officer, 20 Curtain Road, London EC2A 3NG.

SOUTH THAMES COLLEGE
Wandsworth High Street, London SW18 2PP

Department of Business Studies

LECTURER II—CLERICAL AND SECRETARIAL STUDIES

(Post Reference B6/1-80)

To teach clerical and secretarial subjects with further differentiation school link. Based mainly on mature students on work experience and students on the Business Studies Department.

Qualifications should have appropriate qualifications and experience. Salary scale: £4,908 to £7,386, plus £605 Inner London Allowance. Starting point depending on qualifications, training and experience.

Application forms and further details from the Principal, Southampton College, Cantelupe Road, Andover, Hampshire SP10 1RJ. Tel.: Andover 52111.

Department of Modern Languages

Required for Summer Term 1980:

LECTURER I

required from April 14, 1980. Post initially for one year (maternity leave). Preference will be given to applicants with qualifications including the teaching qualifications essential. This appointment is for one term only.

[illegible]

SOUTHWARK COLLEGE
The Cut, London SE1 8LE

Applications are invited for the post of Lecturer Grade II to teach Mathematics and Physics to Level 3 and Level 4 students, responsible to principal lecturer.

Required from September 1, 1980. Applicants should be graduates with special responsibility for teaching mathematics in accordance with Burnham Interim Scheme, Lecturer II scale, on incremental scale which has range £4,908 to £7,386 (plus London Allowance of £605 p.a.) subject to formal approval.

Further details and application form available from the Principal, Southwark College, The Cut, London SE1 8LE, to whom completed forms should be returned within 14 days of this advertisement.

cation and offers a wide range of its courses, new extensions are currently under development.

The appointed person will be responsible for teaching the principles of Food and Beverage management to H.C.I.M.A. and National Diploma courses. Candidates should be members of the H.C.I.M.A. with varied experience in hotel and catering industry. A teaching qualification would be advantageous. Consideration could be given to candidates at Hotel School education and current managerial experience.

Salary scale: Senior Lecturer (Burnham F.E. Report) £6,072-£8,265 per annual including supplement. Placing will be according to qualifications and experience.

Note: Previous applications received in reply to earlier advertisements will receive consideration upon receipt of a confirmatory letter indicating continued interest.

Required 1st September, 1980:

GRADE II LECTURER II in CHAMBER DESIGN

To teach students in the specialist study of Graphic Design, leading to the B.W. Regional Diploma in Design and Diploma Membership of the B.I.A.D. These courses are in process of converting to C.N.A. validation from the September 1980 intake.

Applicants should be qualified designers and teachers with good and varied industrial and teaching experience.

Salary Scale: Lecturer II, Burnham F.E. Report, £4,908 to £7,386 per annum including supplementary placing on scale according to qualifications and experience.

LECTURER I in HEALTH SUBJECTS

To teach mainly in Nursery Nurse students. Candidates with experience degree, SRN, HV or NNEB training considered.

Teaching qualification and experience and familiarity with Nursery Nurse work an advantage.

Salary Scale: Lecturer I, Burnham F.E. Report, £4,480 to £6,996 per annum including supplementary placing on scale according to qualifications and experience.

Full details and application forms returnable by 4th March, 1980, from the Principal, South Devon Technical College, Newton Road, Torquay TQ2 7BY, (0803 - 28 - 8 - please.)

GLOUCESTERSHIRE
COUNTY COUNCIL
GLOUCESTER CITY COUNCIL
COLLEGES OF TECHNOLOGY, ORNAMENT OF COLLEGE AND COMMUNITY STUDIES

LECTURER II in HAIRDRESSING (Section Leader)

The post is tenable as soon as possible. The person appointed will be expected to undertake teaching, administrative and developmental responsibilities associated with hairdressing courses. The department currently offers a diverse range of full-time, part-time courses, advanced and non-advanced levels.

Salary scale: £4,908-£7,386 p.a.

Further details and application form from the Principal, Gloucester City College of Technology, Barton Street, Gloucester. To whom completed application forms should be returned within 14 days of the appearance of this advertisement.

HAMPSHIRE
HARTLEY TECHNICAL COLLEGE
Hartley Road, Basingstoke, Telephone: 54141

Applications are invited for the following post in the DEPARTMENT OF ENGINEERING and SCIENCE to begin from 1st September, 1980:

LECTURER II in ELECTRONICS

The successful candidate will be expected to teach over a wide range of courses including T.E.C. Certificate and Higher Certificate technician programmes.

The Department is seeking to strengthen its teaching staff in a rapidly developing area of electronic applications.

Salary Scale: £4,470-£7,144 + 7.5 per cent.

Commencing salary according to age and experience.

Further details and application forms are obtainable from the Registrar and be returned by 1st April, 1980.

HAMPSHIRE
CHICKLADE COLLEGE
Andover
Department of Science and Mathematics

LECTURER Grade I FABRICATION and WELDING TECHNOLOGY

Applications are invited for the post of lecturer to teach Welding Technology to students on City and Guilds and Technician courses. Ability to develop interest in research and consultancy work in the appropriate field is desirable.

Salary Scale: £4,908 to £7,386 per annum including supplementary payment of £605 per annum Inner London Allowance, subject to formal approval.

Further details and application form available from the Principal, Chickladle College, Andover, Hampshire SP10 1EJ. Tel.: Andover 52111.

HERTFORDSHIRE
COUNTY COUNCIL
THE HERTFORDSHIRE COLLEGE OF BUILDING
Broxbourne Road, Wheathampstead
Hertfordshire AL1 3HX
Telephone: St. Albans (0727) 61273

Required from 1st September, 1980, or before if possible:

LECTURER II/SENIOR Grade II, GENERAL and COMMUNICATION STUDIES

Candidates must have an appropriate degree or equivalent qualification of a similar standard, a teaching certificate, diploma and suitable teaching experience. Industrial and/or commercial experience would be an advantage. Preference will be given to a LECTURER Grade II in MASONRY/WOODWORKING who can teach to Craft level. Some aspects of the City and Guilds courses to students from the Construction and Furniture Industries.

Candidates should have full experience of teaching students on Craft courses, preferably on City and Guilds courses, and be able to teach Technical Drawing and Craft Mathematics. Other teaching duties will be allocated to the successful candidate.

Salary scale: Lecturer II, Burnham Further Education Report, £4,908 - £7,386 per annum. Salary will be according to age and experience.

Further details and application forms are available from the Principal at the College, Chapman Road, Worksop, Notts. Closing date: 14th March, 1980.

HERTFORDSHIRE
DE HAVILLAND COLLEGE
The Campus, Wrotham Garden City, Herts.

DEPARTMENT OF BUSINESS STUDIES

Required for September 1980 or as soon as possible thereafter:

LECTURER II in BUSINESS STUDIES

Ability to teach A50 and above level courses.

Applicants should have a degree or professional qualification, be suitably experienced and be able to teach the following areas: Accounting, Business Mathematics, Quantitative Methods, Business Law, Business Studies, Economics, Statistics, Computer Studies.

Salary scale: Lecturer II, Burnham Further Education Report, £4,908 - £7,386 per annum.

Further details and application form available from the Principal, The Campus, Wrotham Garden City, Herts. Closing date: 21st March, 1980.

LONDON
INNER LONDON EDUCATION AUTHORITY

WESTMINSTER COLLEGE
DEPARTMENT OF LANGUAGES

Peter Street, London SW1

TEACHER TRAINING

Required for 1 April, 1980, or as soon as possible thereafter, a LECTURER II SENIOR LECTURER (Ref. L/SS/TT) to teach, on course leading to the B.A. Certificate in the Teaching of Literary Skills to Adults. Applicants must have experience in the field and also in tutor training.

The salary scale is in accordance with the Burnham (F.E) Report.

Please telephone 01-720 4311, ext 341, for application form and further details quoting reference number. To be returned to the Clerk to the Governors, Westminster College, Battersea Park Road, London SW11 4JR, by 12th March, 1980.

NORTH YORKSHIRE
COUNTY COUNCIL
GRAVES COLLEGE OF ADULT EDUCATION
SCARBOROUGH DEPARTMENT OF AGRICULTURE AND HORTICULTURE

Required with an interest in Horticulture and Farm mechanics to commence 1st May or 1st September, 1980.

Applicants will be expected to hold a degree or HND in Agriculture plus teaching qualification supported by relevant farming experience.

Salary: Lecturer I F.E. £3,798-£6,267 currently under review.

Further details and application forms from the Principal, Graves College of Adult Education, High Street, Scarborough, Yorkshire. Closing date 28 days after this advertisement.

NORTH YORKSHIRE
COUNTY COUNCIL

YORK COLLEGE OF ARTS AND TECHNOLOGY

DEPARTMENT OF SCIENCE AND MATHEMATICS

LECTURER Grade I in MATHEMATICS, PHYSICAL SCIENCE required from 1st September 1980, to teach Mathematics and Physical Science on TEC Certificate and Diploma programmes. Candidates should preferably be graduates with a teaching qualification.

Salary scale, £3,798 to £6,267 (subject to review) plus allowances with a London Weighting of £605 per annum.

Application forms and further particulars may be obtained from the Principal, York College of Arts and Technology, Dalton Terrace, York YO2 1DU, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

NOTTINGHAMSHIRE
COUNTY COUNCIL
NORTH NOTTINGHAMSHIRE COLLEGE OF FURTHER EDUCATION

LECTURER II

Grade II £3,798 to £6,489

Required for September 1, 1980, to teach Mathematics to Level 3 and Science to teach mainly up to O.N.C. courses in Chemistry. Should be GRADUATES or equivalent with a teaching qualification. Ideally, the successful candidate will have extensive experience in teaching students of mixed ability and a flexible qualification ability or teaching ability. Industrial experience for a suitably qualified candidate.

Salary scale as for main scale according to qualifications and experience.

Further details and application forms are available from the Principal at the College, Carlton Road, Worksop, Notts. Closing date 14th March, 1980.

STAFFORDSHIRE
EDUCATION COMMITTEE
STOKE-ON-TRENT COUNCIL OF COLLEGES OF EDUCATION

LECTURER II BIOLOGY/HUMAN BIOLOGY

£3,480-£6,099 (under review).

Application forms and further details are available from the Principal of the College, Leek, Staffordshire, ST13 5RP. Closing date 14th March, 1980.

STAFFORDSHIRE
EDUCATION COMMITTEE
BURTON-UPON-TRENT TECHNICAL COLLEGE

SENIOR LECTURER II, GENERAL and COMMUNICATION STUDIES

£4,480-£6,996

Applications are invited for the post of Senior Lecturer II, General and Communication Studies, to teach a wide range of courses, including Office Studies, Secretarial Studies, Business Studies, Law, Economics, Sociology, Psychology, Communication Skills, Computer Studies, Statistics, Mathematics, Accounts

YOUTH AND COMMUNITY SERVICE
continued

MILTON KEYNES
CAPITAL CITIES
BANBURY SCHOOL
LOUGHTON WOBURN
SHALLOW DRIVE SCHOOL
Milton Keynes
Re-advertisement
The Buckinghamshire Council is seeking a COMMUNITY WORKER for SLATED ROW SPECIAL SCHOOL for ren (mixed) pupils aged from 2-16 years.
This is a new post and will attract a person able to initiate and carry through projects aimed at increasing the links between the school and the community.
We are seeking a qualified person: experience in teaching and or community work is desirable but not essential. Salary on Scale AP 3-5 (£1,895-5,067), six weeks and holiday, including statutory Car owner essential.
Application forms and further details from National Council, Nation-wide Service, Midland Office, 14 Stonecotts Avenue, Earlsdon, Coventry CV5 6NZ.
Tel 10203, 71894.
Closing date for applications March 14th 1980. Interviews will be held in Area and previous applicants need not re-apply.

NORTHAMPTONSHIRE
COMMUNITY YOUTH WORKER/
NORTHAMPTON SECTOR
Rec under "Outdoor Education".

SURREY
YOUTH AND COMMUNITY WORKER
Staines
To be responsible for two Youth and Community Centres. This is a newly established post which requires the development of initiatives and close liaison with the Community.

Stanwell, which forms part of the Borough of Spelthorne, is a community of about 8,000 inhabitants. The original village still exists but is surrounded now by several estates (predominantly local authority and airport staff housing).
Salary will be within the range £4,292 to £5,871.

LEADER WARDEN
Stanwell
To be responsible for Mulberry Youth Centre, which is a purpose built centre situated in the grounds of Riverside Junior Mixed Secondary School, in West Molesey, Surrey.
The Leader Warden has the assistance of a team of full-time paid leaders, part-timers and sessional helpers.
Salary will be within the range £4,857 to £5,435.
Applicants for both posts should be qualified Youth and Community workers or hold another relevant qualification.
Application form from Area Youth and Community Officer, Mr. P. J. Vibes, Surrey County Council, Montmorency House, Montmorency Square, Guildford, Surrey.

WARWICKSHIRE
SOUTHAM YOUTH CENTRE
Coventry Street, Southam
Leamington Spa
Full-time YOUTH TUTOR—J.N.C. Scale 2 (£3,765 to £4,821)
Required to assume full responsibility for youth work in the pleasant county town of Southam and the surrounding villages.
Further details and application form available from Central Area Education Office (Ref. CYD 319), Barrington Street, Warwick, CV34 4BH.
Closing date 21st March 1980.

CITY OF NORWICH AMENITIES
Directorate of Planning and Environment

NEIGHBOURHOOD COMMUNITY WORKER

The Norwich City Council is moving into the eighties with a continuing expansion programme of community facilities.
A vacancy occurs for a Community Worker to further the development of a number of Community Associations, voluntary groups and associated resources and to initiate new projects.
Guidance and support for this important and interesting job is available from within the existing Community service team. The work is challenging and exciting and presents an opportunity for employment within a caring authority.
Applicants must be professionally trained youth and community workers, teachers or be qualified in accordance with the J.N.C. 12th report. Conditions of service and salary are in accordance with the current Whitley Agreement (£4,292 to £5,871 per annum, plus £8 per month pending comparability award (a casual user car allowance is payable). Re-location expenses of up to £1,150 and temporary housing accommodation in approved cases.
For further information and application form please forward a stamped addressed envelope to the Amenities Officer, 15 Chapel Field East, Norwich NR2 1RN.

Leisure Services

The Sycamore Campus Warden

Do you have experience of Joint Use Projects? Have you seen how the interests of an Education Authority can conflict with those of the District Council, leaving young people out in the cold when it comes to using Sports Facilities? Would you be interested in a new approach to Youth and Community Work and Recreational Management where we think we can "get it together" because only one department is involved? It so read on.
The Sycamore Campus includes a small Sports Centre and a Youth and Community Centre nearing completion. We are looking for a Warden (male or female) to manage the total provision. The job involves leading a team of full-time and part-time workers from different disciplines and will involve devising training and recruitment policies which will eventually bring about an integrated Centre.
[illegible]
Training Workshop operated by the Education Department on the same site.
Salary will be within the JNC Range 4 points 5-9: £6,024-£6,714 p.a. (plus £72 supplement) to which we add a generous relocation package in appropriate cases.
If you have qualifications and substantial experience in the Youth and Community work, and/or physical recreation and would like to know more about Sycamore: contact Graham Headworth on Nottingham (0602) 868666, ext. 385.
Or write for further particulars and an application form to the Director of Leisure Services (Sports), Trent Bridge House, Fox Road, West Bridgford, Nottingham. Tel. (0602) 868666, ext. 381. Closing date Friday 21 March 1980. Please quote ref 145.

Nottinghamshire County Council

Overseas Appointments

BARBADOS
HARRISON COLLEGE
Required for September 1980 (or earlier) TWO NON-GRADUATES trained NON-GRADUATES to teach:
ENGLISH
BIOLOGY with FRENCH
MATHEMATICS
PHYSICS
CHEMISTRY with INTEGRATED SCIENCE
BIOLOGY with INTEGRATED SCIENCE
GEOGRAPHY with SURVEYING
TECHNICAL DRAWING
ENGINEERING WORKSHOP TECHNOLOGY
The Science Subjects with GENERAL SCIENCE
MUSIC with GENERAL STUDIES
PUBLIC SPEAKING with GENERAL STUDIES
Applicants of following DEPARTMENTS:
GEOGRAPHY with SURVEYING
BIOLOGY
TECHNICAL STUDIES.
Permanent or contractual appointment. Liberal carriage gratuity of 20 per cent of salary.
Salary scales: Graduate Teacher, BD8912-456 to $18,792 (Qualified Teacher, BD8456.016 to $16,080). Post at (1) Dept. overseas allowance of BD5000 per annum (£1,874.06) equals BD8256.00 approximately.
Increments granted for (a) First and second-class honours degree; (b) teachers possessing certificate/diploma; (c) teaching experience.
Further details from Barbados High Commissioner, 1 Lower Belgrave Street, London S.W.1.
Applications with: (a) full curriculum vitae; (b) copies of certificates, diplomas; (c) evidence of teaching experience; (d) names of two referees; (e) two recent testimonials should be addressed by Tuesday, 25th March 1980.

TEFL VACANCIES ABROAD
A number of vacancies for TEACHERS of ENGLISH to adults mainly to be filled post-Easter. Some posts may be filled immediately. Most posts are for one year, but some are for two years. In addition, there are many vacancies will arise in Germany, Italy, Spain and Portugal to be taken up this autumn. Short courses in Direct Method Teaching are organised by the teacher recruitment arm of the International Language Schools of Languages Ltd at established rates and guaranteed a posting abroad.
Courses for candidates for the Autumn Vacancy Scheme will be held in Bournemouth on 11th to 14th April at £100 non-residential or £165 residential, and 25 to 28 April, 9 to 30 July and 4 August to 27 August, at 30 Gloucester Place, London W1 (£100 non-residential or £165 residential). All courses include "Teacher Orientation" and are non-refundable. Grants of up to £50 are available to teachers by their employing school.
For full details (a) write briefly, (b) stating when available to attend, (c) enclosing a 14p or 9p stamp (International Reply Coupon if foreign stamps) but please NOT a large stamped envelope: Teacher Training Section (Teacher Service), P.O. Box 5, Cambridge, CB1 1JG. Tel: (0223) 358351.

FINLAND
INTERNATIONAL SCHOOL OF HELSINKI
Applications are invited for the post of HEAD TEACHER for the Primary School (Classes 1-6) of this international community school. Teaching staff on roll 50, 13 nationalities, pupils 420, which falls vacant from August 1980.
The Board of Governors is seeking to appoint a qualified and experienced teacher of flexibility and perception who will have a leading hand in developing the school towards 21 children from more than 6 countries. The post offers opportunities for the development of special skills.
Salary and conditions of service according to Finnish Ministry of Education Regulations.
Applications with full curriculum vitae, two recent testimonials and the names of two referees should be sent to the Headmaster, not later than 20th February, 1980.

JAMAICA
A private day school (K-12) of 800 students seeks to establish library in central Jamaica requires qualified UNIVERSITY GRADUATE or BILLIARDIN with experience training TEC - O level students of mixed ability for September, 1980.
The school is located in a small community with a pleasant climate (alt. 2600 ft).
Preference given to singles or married couples who can offer a combination of subjects.
Salary range is J$25,000-$35,000 yearly increment J$5,000 per annum, plus full credit for teaching experience.
Also a housing allowance of US$1083 (an accommodation property-no air fare and health insurance.
Due to expansion, vacancies are expected in BOYSE, HISTORY, GEOGRAPHY, SCIENCE, SPANISH, FRENCH, ART, MUSIC and subsidiary TYPING and MUSIC.
Send copies and addresses of referees to Senior School, PO Box 156, Mandeville, Jamaica, West Indies.

BARBADOS
THE LODGE SCHOOL
St. John
Required for September, 1980, GRADUATES to teach throughout the school:
(1) ENGLISH with interest in Drama.
(2) ENGLISH with Spanish.
(3) HISTORY (specialty: West Indian).
(4) INDUSTRIAL ARTS: Woodwork or Technical Drawing.
(5) MATHEMATICS with interests in Statistics.
(6) MUSIC.
(7) SPANISH with FRENCH.
(8) BIOLOGY with Agricultural Science.
(9) BIOLOGY—assist with Art.
(10) ART.
(11) PHYSICAL EDUCATION — Athletics and Gymnastics.
(12) GEOGRAPHY with Surveying.
Salary and conditions of service in accordance with Barbados Government Regulations.
Applications with curriculum vitae, two recent testimonials, names of two referees should be sent to the Headmaster not later than 20th February, 1980.

WEST INDIES
CHRIST CHURCH FOUNDATION SCHOOL
Barbados
STAFFING VACANCY
Required as soon as possible, suitably qualified GRADUATE or JUNIOR TEACHER to teach PHYSICAL EDUCATION.
Applicants to permanent staff or on contract. Contract applicants must carry gratuity of 20 per cent of salary.
Salary Scale: (1980/81 Rates) US$1,001.00 to Graduate Teacher US$12,460 - $19,792 Teacher (Special Grade): $8,019 to $13,458.00.
Increments granted for recognized teaching experience and professional qualifications.
Applications together with two recent testimonials, should be addressed to the Head Teacher at the school as soon as possible.

DOMINICAN REPUBLIC
Required for September 1980, Specialist for 6th grade BUILDOM (16 years) and some OSNIBAL (CLAVICO).
Specialist for FRENCH (Grades 7-10).
For both positions state other subjects you can offer.
Primary TEACHERS for Grades 1-4 (6-9 years).
Also positions for females, or married couples if both teachers considered. Experience preferred, but not essential. Salary depends on experience and qualifications.
Free furnished accommodation, etc.
Candidates wishing to be considered, for interview send curriculum vitae to Mr. A. C. Nelson Gull and Western America Corporation, La Romana, Dominica Republic.

JAPAN
International Education Services is recruiting graduates for teaching positions in Tokyo. Individuals with job experience other than teaching (i.e. accounting, banking, engineering, production, on-site operation, etc. are of particular interest.
Students are Japanese businessmen and their families. Teaching is done in small groups. No Japanese is needed to teach. Timetables are varied.
Applicants should send their curriculum vitae and a telephone number to: Box 1414, The Times, W.C.1 Rec.
Interviews will be held in London in March.
Selected applicants would be expected to arrive in Tokyo on or about 1 April or 1 September.

DENMARK
RYGAARDS SCHOOL
International Department
Strandvejen
Required Two TEACHERS—preferably married couples—for HOUSEMASTER and HOUSEMISTRESS, GENERAL SUBJECTS and SOCIAL STUDIES and will possess a degree in sports. From August 1980.
Rygaards School is a well-established institution and the International department has 70 pupils aged 13 to 18 and offers a wide range of subjects.
Salary scale is for 40 hours per week, 5 days, 42 weeks per year: Teacher D.Kr. 140,331 p.a.
Applications to be sent no later than 15th March, 1980, Mogens Jensen, Headmaster.

SWITZERLAND
ST. GEORGE'S SCHOOL
Founded 1927
Montreux, Vaud
Private Public School
Extending academic programme and increasing boarding facilities, we seek to appoint for Autumn 1980 a Director of Sports, a Director of Art and a Director of Music.
Works for details with full curriculum vitae and state other subjects you can offer to: The Principal, St. George's School, 1815 Clarens, Switzerland.

AMSTERDAM
BRITISH PRIMARY SCHOOL
Amstelveen
Required for September 1980 (Pupils in four classes) Teacher, to teach Dutch, Physical Education.
Duties include teaching of a class.
Administrative experience necessary, minimum eight years' teaching experience.
Salary Scale: Dfl 25,000 per annum including reasonable allowances.
Applicants should write for application forms and further details to Board of Governors, The British School in Amsterdam, Johan de Meyl Straat 30, 1075 HS Amsterdam.

SPAIN
COSTA DEL SOL
Small international school requires teachers for September, 1980, who can offer a combination of the following subjects: Geography, History, Mathematics, Geography, Drama, Physical Education (Games). Also required, an experienced Infant and Junior Mixed teacher.
Interviews in London beginning April. Send a brief written account of two referees, quoting ref. JT/TES, to Mr. A. C. Nelson, Gull and Western America Corporation, La Romana, Dominica Republic.

JAPAN
International Education Services is recruiting teachers for teaching positions in Tokyo. Individuals with job experience other than teaching (i.e. accounting, banking, engineering, production, on-site operation, etc. are of particular interest.
Students are Japanese businessmen and their families. Teaching is done in small groups. No Japanese is needed to teach. Timetables are varied.
Applicants should send their curriculum vitae and a telephone number to: Box 1414, The Times, W.C.1 Rec.
Interviews will be held in London in March.
Selected applicants would be expected to arrive in Tokyo on or about 1 April or 1 September.

FINLAND
ENGLISH LANGUAGE TEACHER for FINLAND
Required, native English-speaking teacher, who is willing to work in a responsible manner. Children's age range four to six in two groups, total approximately 24. 30-hour week on gross salary of approximately 8,500 Finnmarks per month. Accommodation is furnished room, free board, transport 1st class, Finland-UK, paid for unoticed.
Please send the teacher's CV with full curriculum vitae and recent photograph to Mrs. Helpo Jokela, Korsnantie 1 A 6, SF-00790 Helsinki 29, Finland.

SWITZERLAND
Two exchange posts in Neuchâtel are available for the Summer Term 1980.
Applicants should be TEACHERS of FRENCH currently serving in a secondary school who wish to return to their own post in Sixth-form, 1980. They will be seconded on full salary with an English salaried and substantial support from central government.
Further information and application forms with details of exchange (Ref. FE11) to Central Exchanges, Jo Dorrell, Visits and Exchanges, 10 Downing Street, London SW1P 3PN. Telephone: 01-233 4126 6101.

KENYA
NANI SCHOOL
P.O. Box 740, Thika, Kenya
This private school situated 40 miles from Nairobi will have a vacancy in September, 1980 for a TEACHER of MATHEMATICS and GENERAL SCIENCE to fill the post of senior school classes.
Applicants must be fully qualified and have at least two years' experience in a similar position and preferably at a private school. Ability and willingness to assist with extra curricula activities games essential.
Annual leave fares paid, free housing, accommodation, etc.
Full curriculum vitae to the Headmaster: interviews in London, April. No agencies or agents please.
Applications from teachers who do not fulfill the above cannot be acknowledged.

The Frankfurt International School
Frankfurt, West Germany
The Frankfurt International School has following vacancies for September 1980.

SECONDARY SCHOOL
Physics and General Science
French
German
Mathematics
Geography—History
Instrumental and General Music
Art

PRIMARY SCHOOL
Reception
Junior

Applicants should send a curriculum vitae the names of two referees to:
The Headmaster,
The Frankfurt International School,
An der Weidtlust 5-7,
6370 Oberurasel 1, Germany

THE SANDFORD ENGLISH COMMUNITY SCHOOL
ADDIS ABABA ETHIOPIA
The School was founded in 1948. It is an independent International School whose prime function is to provide education for the children of the Diplomatic Community whose parents are with the United Nations, the Organization of African Unity, the International Red Cross and the various foreign embassies and diplomatic missions.
The School has 750 children between the ages of 4 and 18 who come from 48 nationalities and who are educated in the Junior and Senior Divisions of the School. Education is given from the Infant stage to the University of London GCE O Level.
The School has vacancies for the following well-qualified teachers to commence duties on the 1st September, 1980.

SECONDARY DIVISION

Heads of Department
Head of the Mathematics Department.
Head of the English Department.
Head of History, Geography and Economics.
One teacher of Mathematics/Physics who could teach Physics to A level.
One teacher of Biology who can offer Physics or Chemistry.
One teacher of French and German.
One teacher of English with an E.F.L. qualification.
One teacher of History and Economics with Principal of Accounting.
One teacher of Physics with Chemistry.
All of the Secondary Division Staff must be able to teach to O Level and be prepared to teach to "A" Level or the International Baccalaureate at some time in the future. It would be an advantage if all Secondary teachers had an interest in Games and Physical Education.

JUNIOR DIVISION
Four teachers of Juniors with E.F.L. experience.

INFANT DIVISION
Two teachers of Infants with E.F.L. experience.

Initial contracts are for two years and there are renewal prospects in the range of £3,500 to £5,800 according to experience. A number of allowances are paid to Heads of Departments. Thirty per cent of the net salary may be remitted to the United Kingdom.
Free furnished accommodation is provided and there is the possibility of the School paying for one air fare to the United Kingdom annually. Loans are available for car purchase. The School is situated eight degrees north of the Equator in Addis Ababa, Ethiopia, which is a fairly cosmopolitan capital of the capital is 8,000 feet above sea-level it has a pleasant climate. It is a non-malaria area. Applicants must produce a medical certificate attesting fitness to work at this altitude.
The School provides free medical attention and drugs and has its own doctor. Teachers must pay for their own dental treatment.
Letters of application with detailed curriculum vitae, and the addresses of two referees and copies of recent testimonials together with a recent passport photograph should be sent to The Headmaster, The Sandford English Community School, PO Box 1414, Addis Ababa, Ethiopia. All applications must be sent by airmail with a blue air mail sticker attached. The closing date for applications is the 5th April, 1980.
Interviews will be conducted by the Headmaster in London in May. Applications from husband and wife teams are welcomed. Applications would also be considered for single teachers. Marital status and numbers of children must be stated because accommodation has to be arranged in advance.

KUWAIT
The Al Nouri English School
P.O. Box 9109, Ahmadi, Kuwait

The Al Nouri English School invites applications from the following teachers:

JUNIOR
Infant

3. P.E.
4. MUSIC

for the Academic Year commencing September, 1980. Applicants should be of British Nationality with a teaching Certificate from a British College of Education and with a minimum of three years' teaching experience in a PRIMARY SCHOOL.

TERMS OF CONTRACT
One year renewable contract beginning 1 September. Tax free salary scale of £4,500 to £6,000 based on experience. Free furnished air-conditioned accommodation. Free gas, electricity and water. Subscription to the local Sports/Social Club. Settling in allowance £400. Annual leave with economy class air-passage for home in U.K. Gratuity on completion of service.
Apply with curriculum vitae, photograph and two testimonials from previous Schools before 1 March, to The Headmistress. Interviews in U.K. first week of April.

Teaching English in Munich
The Cambridge Institute, Munich, requires

Teachers of English

to teach foreign language from August 25, 1980.
The school is the Munich examination centre for the Cambridge Proficiency and First Certificate, the Oxford Preliminary, and the ARELS examinations. It has a staff of 18 British teachers and is equipped with language laboratories and a video studio. Teaching is only to small groups of young adults.
The posts carry a basic salary of DM1,850.00 per month. There are nine weeks' paid holiday a year. The travel allowance to Munich is DM200.00.

Applicants must be:—
(a) of British nationality;
(b) modern languages graduates with a PGCE (by August, 1980);
(c) aged between 23 and 27;
(d) available to attend an interview in London.
Successful candidates will be offered an initial contract for twelve months, renewable for a further year.
Salaries are tax-free for this period.
Applicants are asked to send a curriculum vitae and a recent photograph to:
Cambridge Institute, Hildegardstr. 8, 8000 Munich 22 West Germany.

GABBITAS-THRING
Al Ain English Speaking School
Abu Dhabi, U.A.E.
PRINCIPAL
required for 1st August 1980 to take charge of expanding school having 180 pupils aged 4-14 of mainly British and American nationality. One year renewable contract; equal travel paid to and from UK; accommodation and car provided. Candidates must have a sound administrative record and have overseas experience, preferably in Middle East.
Salary range £10,000 to £11,500 tax-free

DEPUTY-PRINCIPAL
required for the same school for August 1980. Applicants must have administrative and overseas experience, preferably in the Middle East. One year renewable contract, annual travel paid to and from UK; accommodation provided.
Salary range £8,000 to £10,000 tax-free
It is envisaged that one of the above posts will be filled by a lady and the other by an American.
Further information and an application form for both posts please contact:
P. R. Arvold, Esq.,
Advertised Posts Department,
Gabbitas-Thring Services Ltd.,
6, 7 and 8 Sackville Street,
London W1X 2BR. Tel: 01-734 0161

GABBITAS-THRING
English School, Rome
(IAPS, ECIS, Co-Ed)

MUSIC TEACHER

An enthusiastic music teacher is required to work with ages 8-14. The School has a choir, and small guitar groups. It is hoped to initiate tuition on instruments.
The successful applicant will be required to take class music for three days and instrumental teaching for two further days. An applicant capable of taking religious instruction to non-Catholics is desirable but is not essential.
Salary is approx. £4,000. (Deductions total approx. £1,000).
For further details and an application form, please contact:
Mrs. J. Longworth,
Advertised Posts Department,
Gabbitas-Thring Services Ltd.,
6, 7 and 8 Sackville Street,
London W1X 2BR
Tel: 01-734 0161

OVERSEAS Appointments
continued

JAPAN
KYOTO INTERNATIONAL SCHOOL
Required for September 1980 (or earlier) one teacher to teach Grade 7 (Year 7) Science.
Applicants should be Teacher of Science with Degree.
Minimum two years teaching experience in integrated Science. Experience abroad an advantage.
Salary range Yen 3,000,000 plus housing allowance.
Kyoto International School, Haimachi-Sakyo-Shitsu, Sakyo-ku, Kyoto, Japan.

LONDON
STANTON SCHOOL OF ENGLISH
Requires immediately FULL TEACHER for summer contracts in the town school in April, 1980. Applicants should have at least one year's experience and an interest in Japan.
Send curriculum vitae, English school experience and a photo to Stanton School, 29 Hereford Road, London W2 5AH.

EGYPT
(1) EDUCATIONAL DIVINAKER—Initial nine-month contract.
(2) SCIENCE EDUCATION (primary)—overseas experience vital, to build a new library of novel, initial 12-month contract.
Both curriculum vitae immediately to Bureau of International Development, 72 Mount Street, Brookline, Mass., U.S.A. 02146.

SPAIN
Gravesend TEACHER (A.S.O. level Jan.) HISTORY (A.E.O. Eng. Private facility. Day student. Sept. Jan. Mar. Apr. Fares and salary. Curriculum vitae—Mr. Kenney, Kenwyn Drive, Tyrrenoith, Tyne and Wear.

ITALY
Female TEACHERS of ENGLISH required by leamington school in Naples. Contract mid-September. Details from Miss Lindsay, 58 Cornwall Villas, London, W.4. Tel. 01-994 3766.

PAST Time Job in London, for a person with ability to be a local coordinator for an important intercultural organisation seeking students from the Continent. Best suitable resume to Overseas Academic Institute, 10 rue Say, 75009 Paris, France.

THE ANGLICAN SCHOOL, Jerusalem
Teachers
required for September, 1980:
Religious Studies—specialist to "A" Level,
Junior (9-11 year olds),
Infant (5-8 year olds).
Applicants must be committed Christians with at least two years' teaching experience. Four year contract.

For job description apply to:
The Personnel Secretary (TES),
The Church's Ministry among the Jews,
Vincent House, Vincent Square,
London SW1P 2PX

MINISTRY OF DEFENCE
SERVICE CHILDREN'S EDUCATION AUTHORITY

Primary Headship in Hong Kong
For September 1980

1. Applications are invited from the appropriately experienced teachers for the following post which is to be filled for the Autumn term 1980:
HEADTEACHER
ST. ANDREW'S PRIMARY SCHOOL (GROUP 6)
This School, which was built in 1970, is situated in a residential area of North Kowloon, and comprises 18 conventional classrooms and two open plan teaching units. There is a swimming pool and ample playing fields which are shared with the adjoining St. George's Secondary School. There are currently 874 children on roll though this figure is likely to be around 460 by Easter 1980.
2. SALARY is in accordance with the appropriate Burnham scale. In addition the London area allowance of £474 per annum is payable. FOREIGN SERVICE ALLOWANCE a tax free allowance is payable. SUPERANNUATION normal rights are safeguarded. ACCOMMODATION is provided rent free or an allowance towards the cost is payable. DURATION OF ENGAGEMENT initially for a period of 3 years.
3. All applicants should normally be resident in the United Kingdom. Teachers do not normally serve in Service Children's Schools abroad after the age of 50 and, therefore, the preferred age is under 47 years at the commencement of the engagement.
4. An application form and further details about the school may be obtained from:

MINISTRY OF DEFENCE,
CHISHL
ROOM 243, LACON HOUSE
THEOBALDS ROAD,
LONDON WC1X 8RY

or, if preferred, by telephone on 01-430 6388.
5. The closing date for completed application forms is 17th March, 1980.

Third World Teaching English and home economics

Voluntary Service Overseas is looking for trained teachers to work in Africa, Asia and the Pacific.
English posts for language specialists or English teachers preferably with a TEFL qualification:
Secondary Schools: Malaysia, Kenya, Papua New Guinea, Tanzania, Egypt, Sierra Leone.
Teacher Colleges: Nigeria, Tanzania, Egypt, Papua New Guinea.
Technical Institutes (ESP): Thailand, Nepal, Egypt, Sri Lanka.
Home Economics posts in secondary schools in Africa and Papua New Guinea with scope for community and nutrition projects.
Terms of service: local salary, but we provide fares, accommodation and lift/Superannuation contributions during the two-year posting.
If you would like more information please tick the relevant box and send this advertisement to us.

VSO Education Room E18
Voluntary Service Overseas
9 Belgrave Square, London SW1X 8PW
Voluntary Service Overseas

Secondary English ☐ Technical English ☐
Teacher Education ☐ Home Economics ☐
Name. . . . . .
Address . . . . . .

FIJI
INSTITUTE OF TECHNOLOGY

Applications are invited for the following posts, on agreement with the Fiji Government for 2½ to 3 years initially:

LECTURER IN MARINE ENGINEERING
To teach Marine Engineering and allied subjects for Fiji Marine Board Certificates of Competency up to Grade 2 Marine Engineer (Motor) and assist in development of courses and two new workshops. Candidates should have Certificate of Competency as Grade or Class 1 Marine Engineer (Motor). Teaching qualification and experience desirable.

LECTURER IN NAVIGATION
To teach Navigation, Charts work and navigational aids for Fiji Marine Board Deck Certificates of Competency and assist in related subjects. Candidates should have Master Foreign Going Certificate of Competency or equivalent and preferably previous teaching experience.

SALARY: £8928 - £10860
including a supplement, normally tax-free, paid by the British Government to citizens of the UK. Plus a 25 per cent gratuity on basic salary payable after each 12 months' service, free passages, education allowances and subsidised accommodation. Appointment is pensionable and subject to a probationary period.
Further details and application form available from the Recruitment Officer, TETOC (Technical Education and Training Organisation for Overseas Countries), Dean House, 17/19 Dean Street, London SW1H 9DJ. Closing date 14th March, 1980.

Tetoc

CBT THE CENTRE FOR BRITISH TEACHERS
TEACH ENGLISH IN GERMANY

For the last 11 years, CBT, at the request of West German Ministries of Education, has employed more than 2,000 British teachers of English in Secondary Schools and Further Education establishments. CBT is now recruiting teachers of English for the Ministry of Education in North-Rhine Westphalia for the academic years 1980/81.

Qualifications	**Salaries**
Applicants should have:	Salaries (where applicable) is paid by CBT.
University degree	Travel and Baggage
recognised teaching qualification	Fares are paid from Germany, together with a baggage allowance, are paid for teachers and their families.
teaching experience	Preparation
good knowledge of German	Full Briefing Sessions are held in Britain and a two-week Orientation Course is held in Germany before teachers go into their schools.
Contracts and Salaries	Resettlement
Contracts run from 28th June, 1980, for one year initially. Salaries range from £450-£[illegible] a month (£5,400-£7,[illegible]2 per annum) FREE OF GERMAN AND U.K. INCOME TAX. Salaries are paid in German Marks (approx. DM4 - £1). Marriage and Child allowances are also paid.	Advice is given by CBT's Resettlement Department to teachers returning from Germany, and service with CBT is recognised by British Education Authorities as full teaching service for initial incremental purposes.
National Insurance and Superannuation	
Employer's contribution to British National Insurance and to DES Superannuation	

For details and application forms: The Centre for British Teachers (TE), Quality House, Quality Court, Chancery Lane, London WC2A 1HP. Tel: 01-242 2982/5.

SCEA

TRAINEE CAREERS OFFICER

Salary (degree holders) £3,477 p.a. (inc.)

to £4,383 p.a. (inc.)

Candidates should preferably be graduates with two or more years' employment experience but consideration will be given to people over 27 years of age with suitable industrial/commercial experience.

The appointment will be conditional on the successful candidate being accepted for a one year course of training at North East London Polytechnic, leading to the Diploma in Careers Guidance.

Application forms and further details available from J. J. Warren, Chief Executive, Town Hall, East Ham, London E6 2RP, or telephone 01-471 0619 (24 hour answering service). State reference MA/TCG.

LONDON BOROUGH OF NEWHAM

ilea INNER LONDON EDUCATION AUTHORITY

Inspector for Computer Education

Salary Range: £10,799 – £11,858
(inclusive of London weighting)

Applications are invited for the post of Inspector. The main but not exclusive responsibility will be the development of computer education in primary and secondary schools. There will be particular emphasis on the growth of the use of microcomputers across the curriculum and related in-service training. Applicants should have had substantial experience in these areas and will be expected to assist the staff inspector for computer education on all aspects of the work.

Application forms and further details may be obtained from the Education Officer (EO/Estab 18), Room 367, the County Hall, London SE1 7PB (Please enclose a stamped addressed envelope).

Completed forms to be returned by 13 March 1980.

EDUCATION COMMITTEE

Applications are invited for the post of:—

PRINCIPAL CAREERS OFFICER AND CAREERS ADVISER

Salary £8,955 - £9,702 per annum

London Weighting £74 supplement

[illegible] Principal Careers Officer [illegible] responsibility for the Careers Service and [illegible] Adviser to schools in the field of Careers Education. This is a newly designated post intended to strengthen the advisory service to young people and to improve the support offered to Careers Teachers.

Candidates should be graduates, qualified careers officers and have appropriate experience in careers work and, if possible, in teaching.

Essential Car User Allowance payable. The Council also offers generous relocation expenses.

Further information and application forms available from the Administration Manager, Room 706, Brent House, High Road, Wembley, Middlesex, returnable by 14th March, 1980. Reference number E/55/JD must be quoted.

London Borough of BRENT

ADMINISTRATION
Local Education Authority
continued

HAMPSHIRE
BASIC SCALE PO15
London Lodge is being structurally altered to allow the development of a three bedded secure unit for girls, servicing the Wessex Region. Accordingly we have established the structure of the observation and assessment section which will now be for 30 boys and 30 girls made up to 15 boys and 15 girls the same time as a Deputy Officer-in-Charge has accepted promotion to another authority. To complete our staff we seek to appoint:
(1) DEPUTY OFFICER-IN-CHARGE Scale 3.
(2) SECTION LEADER, RCCO G.
These posts are to those posts will mainly work in the observation and assessment section, but must be prepared, in emergency situations and on the direction of the Officer-in-Charge, to help in the secure unit.
The holder of the section post will lead a team of residential child care officers and be responsible for preparing assessment reports for the assessment section. In liaison with the Deputy Superintendent both would be involved in training and supervising staff and evolving treatment plans for the guidance of ongoing placements.
Home: Isolated and prospective applicants further details of their position, not yet released to contact Mr. Officer-in-Charge, Orpin Senior, Southampton (703)31, to arrange an informal visit and discussion prior to making application.
National Conditions of Service apply.
Salaries: (1) £5,047 to £5,000 per annum (2) £5,067 to £5,247 per annum.
Application forms obtainable from the Divisional Director of Social Services, Social Services Office, Hannah Arundel Towers, Norris, Portsea Terrace, Southampton. Telephone 34102 ext. 223, quoting reference number 2/Office. Applications to be returned by 17th March, 1980.

LANCASHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
TRIDDAFRY, CARERS OFFICER
WEST LANCASHIRE DISTRICT
Salary Scale APS £6,290 to £6,647 p.a.
Qualified and experienced Careers Officer required for appointment in the above post. The Senior Careers Officer is responsible for the administration of the full range of professional duties and is a member of the management team in the District with responsibility for Deputy to the District Careers Officer.
Appointment to this post will be for 31st March, 1981, in the first instance, and thereafter will be subject to annual review.
Application forms and further details from the Chief Education Officer, County Hall, Preston, quoting reference A721/7/JN, to whom they must be returned by 14 March, 1980.

LONDON
KING'S HEALTH DISTRICT
(TEACHING)
COMMUNITY HEALTH
SERVICE
HEALTH EDUCATION
OFFICER
A vacancy exists for a HEALTH EDUCATION OFFICER in a small but go-ahead Health Education Unit. The person appointed will be expected to contribute to the overall work of the Unit but will have special interest in ethnically linked responsibility the problem of epidemics, will be encouraged. Candidates should have had experience at a reasonable level in a relevant profession e.g. in nursing, teaching or behavioural science, after basic qualification. Teaching experience is essential. The successful candidate will be to the District Health Education Officer in whom informal inquiries regarding the post can be made on 01-703 6203, ext. 39.
Salary scale: £6,038 p.a. to £7,147 p.a. inclusive.
A car owner/driver would be preferred.
Application forms, and job description, may be obtained from the Joint Community Services Administrator, Community Services Office, Kingsway Block, OAP Site, King's College Hospital, Denmark Hill, London SE5 9RS. Tel. 01-274 6333 ext. 2416.
Closing date: 14th March, 1980.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
AREA EDUCATION OFFICER
£8,721-£9,125 p.a.
Eastern Area Office,
Burton upon Trent
Car allowance payable
Application forms and further particulars from the Chief Education Officer (Admin/A), Staffordshire County Council, Stafford, Staffs. Tel. 0785-3271 ext. 2206. Closing date March 14th, 1980.

TAMESIDE
METROPOLITAN BOROUGH
EDUCATION DEPARTMENT
CAREERS OFFICER
£4,644 to £5,067 per annum
Applications are invited from suitably qualified Careers Officers to hold an interest in Careers Guidance or equivalent.
The service provides guidance to pupils, students and others interested about careers and employment opportunities in an area which can offer a wide variety of experience in all aspects of careers work.
Application forms and further details from Chief Personnel Officer, Town Hall, Dukinfield, Morcian Way, Ashton-under-Lyne, Greater Manchester, to be returned by 14th March.

WILTSHIRE COUNTY COUNCIL
Education Department

EDUCATION WELFARE OFFICER

Salary: £3,585-£4,191 per annum (for unqualified officers)
£3,993-£4,644 per annum (for qualified officers)

This post is based in the Pewsey and Marlborough area, serving 29 schools including two comprehensive schools.

Application Form and Job Description available from the Chief Education Officer (ST/N/HEM), County Hall, Trowbridge, Wiltshire, BA14 8JN, telephone Trowbridge 3641, extension 2464, quoting reference E/80/66, returnable by 14th March, 1980.

COMMUNITY EDUCATION AND RECREATION OFFICER
KINGSTANDING

Burnham F.E. Senior Lecturer: £7,092-£8,280 (bar)

This new post has been created as part of the continuing development of the Authority's integrated Adult Education, Youth and Community Service. The successful candidate will be responsible to the Principal of the Great Barr Institute for the promotion and co-ordination of adult education, youth and community work in the Kingstanding neighbourhood.

Write, enclosing stamped self-addressed envelope, for application form and further details to:

The Chief Education Officer, City of Birmingham Education Department, Adult Education, Youth and Community Division, Margaret Street, Birmingham B3 3BU, quoting reference AEYO/BJW/224.

Canvassing will disqualify. 17th March, 1980

There is a scheme for assistance with removal expenses.

CORNWALL
Education Department

PROFESSIONAL ASSISTANT
£5,721–£7,125 p.a.

Applicants for this post should graduates with good teaching experience. To commence duties as soon possible.

Further details and application forms may be obtained on receipt stamped addressed envelope from Secretary for Education, County Hall, Truro, TR1 3BA, to whom they must be returned by March 17th, 1980.

Assistant Education Officer
(Further Education)
£7,515-£8,298

Applications are invited from graduates with teaching experience, preferably in further education. The post which has become vacant due to the promotion of the existing holder, involves a wide range of duties and is suitable for teachers who have some administrative experience in a local education authority.

It carries an essential user car allowance and has a generous scheme of assistance for those who need to move home.

Applications should be received by 17th March 1980. Forms and further details may be obtained from the Director of Education, P.O. 84, Civic Centre, Newcastle upon Tyne, NE1 8QE. (Please quote reference CEO/Ass.)

Please quote reference OGD/80.

London Borough of Enfield

County of Cleveland

Education Department

ASSISTANT EDUCATION OFFICER
£8,715 - £9,534

Applicants should be honours graduates of a University with appropriate teaching and administrative experience. This is a key post and the person appointed will be responsible to the Senior Assistant Education Officer (Higher and Further) mainly for the administration of Higher and Further Education and an Agricultural College.

In approved cases, financial assistance with removal of household effects will be available and temporary housing accommodation may be provided in approved cases, within the County area.

Application forms and further particulars available from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, to whom completed forms should be returned by 14th March, 1980.

Education Department

Careers Officer
AP5 £5610 to £5937 p.a. inc.

Following an internal promotion, a vacancy exists for a Careers Officer to undertake a general programme of duties as part of a team based at the Willesden Careers Office, Hampton House, 18, Dyne Road, London NW6.

Applications are invited from trained and qualified officers, and from students who have recently completed a course leading to the Diploma in Careers Guidance.

Generous relocation expenses available.

Application forms from the Administration Manager, Room 706, Brent House, High Road, Wembley, Middlesex (available by 17 March 1980, Telephone 01-903 0371 (24 hour Ansafone service). Reference number E/952 must be quoted.

London Borough of BRENT

ADMINISTRATION
Local Education Authority
continued

NATIONAL COUNCIL FOR VOLUNTARY YOUTH SERVICES
DEPUTY DIRECTOR
DEVELOPMENT OFFICER
(1) DEPUTY DIRECTOR
The post is currently held by the Assistant Director of Social Services, Scale 5.800 - 6.300, who is independent body of the National Council for Voluntary Youth Services. The Deputy Director will work with local councils, helping them to develop their services and co-operate with local education authorities, voluntary organisations and provide advice and other organisations.
The job holder is intended to develop the Council's services, maintain and improve existing services, initiate new services, develop and support regional and local committees, and provide secretarial support for the Council's committees. He will have a Director (Scale 3) and Development Officer (Scale 2) under his control.
Salary: Deputy Director £6,000 - £6,750 p.a. Development Officer £5,721 to £7,125 p.a.
Further details and application forms from the National Council of Voluntary Youth Services, 1 Tavistock Chambers, Bloomsbury Way, London, WC1A 2SG. Closing date: March 14th, 1980.

THE ASSOCIATED EXAMINING BOARD
FOR THE GENERAL CERTIFICATE OF EDUCATION
ADMINISTRATIVE ASSISTANTS
The Board invites applications from persons for two posts in Administrative Assistant at its offices in Aldershot.
Post No. 2 (1) is concerned with the organization and administration of examinations in the Visual Arts Department, and (2) is concerned with the inter-departmental use of audio-visual equipment.
Post No. 3 (1) is concerned with the organization and administration of examinations in the Technical Subjects Department, and (2) is responsible for various assignments under the direction of the Head of the Education Division.
Applicants for Post No. 2 should have a degree or equivalent professional qualification in some aspect of Visual Arts, preferably in film or photography. Applicants for Post No. 3 should have a degree or equivalent professional qualification in an appropriate technical subject, e.g. engineering, building.
Applicants for both posts should be well organized and capable of working on their own initiative. Some experience in business and/or educational administration would be desirable.
The appointments will be at the Board's Administrative Assistants, which is on Scale 1 (£1,670-£2,282) to £2,411 (Part of the Inner London Weighting). The starting point will depend on the qualifications and experience of the successful applicants, and promotion above the bar will be open to those with relevant proven expertise and experience in post.
Further details and application forms are available from the Personnel Manager, The Associated Examining Board, Wellington House, Aldershot, Hampshire (Tel. Aldershot 20271) to whom they should be returned by 14 March 1980. Private and Confidential: within two weeks of the appearance of this advertisement.

Appointment of Educational Psychologist

Applications are invited for appointment as Educational Psychologist to be a member of the Area Team of Educational Psychologists based at Ripley. The major responsibility will be towards the Long Close Children's Home in Ripley (a new Community Home with education on the premises). The remainder of the duties will be concerned with generic psychological service work, of a specialised social services work, or work at a Diagnostic Assessment Unit, depending on the interests and skills of the person appointed.
Applicants should possess a degree in psychology; or equivalent qualification; at least two years teaching experience; and a post graduate qualification in educational psychology.
Salary within the Soulbury Scale (£5,670-£9,282 inclusive) with removal expenses and lodging allowance in approved cases. Travelling allowance in accordance with Derbyshire County Council's current scale.
Closing date 2 April 1980.
Application forms and particulars for the above post (please, please) from the Director of Education, County Offices, Matlock.

DERBYSHIRE County Council

WE REQUIRE
an
Educational Representative

[illegible] will actively liaise with schools, teachers, colleges, colleges, arrange [illegible] and maintain contact with local advisers [illegible] in order to promote our range of [illegible] books in LONDON and SOUTHERN HOME COUNTIES.
The successful applicant will receive good salary, [illegible] expenses, four weeks' holiday per [illegible] other benefits which include a contributory [illegible] and Life Assurance Scheme.
Apply in writing to:
Mr. J. M. Miles
Employee Relations Manager
HOLMES McDOUGALL LTD.
[illegible] Walk

Educational Psychologists

WARWICKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited for a Senior Educational Psychologist (Educational Psychologist Grade 3) to work as or right sessions weekly at a salary within the scale £5,670 to £6,447.
Candidates should be graduates with some teaching experience and a postgraduate qualification in Educational Psychology.
Essential user car allowance, and settling-in allowance of up to £400 is payable in approved circumstances.
Further particulars and application forms (quote reference 1/EP/SENIOR) from Education Officer (Admin), Warwick Court, Warwick (0926) 41811, to whom they should be returned by 14th March, 1980.

Examiners

NORTH REGIONAL EXAMINATIONS BOARD
for the
CERTIFICATE OF SECONDARY EDUCATION
Applications are invited for the post of Office Examiner in the following subjects for the Board's Examinations: ACCOUNTS, Examination Studies, Economics, Geography, GERMAN, Geol. Commercial, GERMAN, Hist. Commercial, GERMAN, Hist. Commercial, GERMAN, Hist

HAMPSHIRE

COUNTY COUNCIL

CALSHOT ACTIVITIES CENTRE

SAILING & CANOEING INSTRUCTORS

Instructors required from April/October 1980.

CANOEING. BCU Senior Instructor (See) is preferred but Trainee Instructor (See) considered.

SAILING. Qualified and experienced RYA Instructors required for both Dayboat and Yachtmaster schemes.

The posts are residential—pay from £34.65 per week according to qualifications. Accommodation and meals provided free of charge.

Applications giving details of experience should be made direct to: The Director, Calshot Activities Centre, The Spit, Calshot, Southampton, Hants.

---

ef EF Student Services Limited, one of the world's largest organisations for language courses, requires:

PART-TIME TEACHERS FOR SUMMER 1980

We are looking for teachers of English as a foreign language to assist in our summer programme.

Our courses, which run from June to September are for students aged 11-20, from all over Europe. Teachers will be required to work 15 hours per week for a salary of £40.

Preference will be given to candidates who fulfil the following requirements:

★ hold or are studying for a degree or teacher training certificate.
★ have teaching experience, preferably including EFL.
★ possess an EFL qualification.
★ are in the 20-40 age group.

EF will be running courses in:

Bexhill, Bognor, Bournemouth, Brighton, Cambridge, Canterbury, Eastbourne, Exmouth, Edinburgh, Harrow, Kettlehurst (Inverness), Isle of Wight, Littlehampton, Llandudno, South London, Newquay, Oxford, Penzance, Plymouth, Portsmouth, Poole, Torbay, Weymouth and Worthing.

For further details and application forms please write to the following address, naming preferred course town:

Fiona Simpson, EF Student Services Ltd., EF House, 1-3 Ferman Street, HOVE
Tel: Brighton 723651

Field Consultant

Applications are invited for the posts of Field Consultant with the Adult Literacy and Basic Skills Unit, which is to be established as a special agency of NIAE from 1st April 1980.

The Unit will act as a central focus for adult literacy and basic skills work in England and Wales and will sponsor a number of innovatory Special Development Projects, co-ordinate and sponsor training, publish a limited number of books and other aids and offer a consultancy service to providing bodies.

The Field Consultants will work from the Unit's London base but will be expected to undertake a substantial amount of travelling throughout England and Wales. Experience and interest in more than one of the following areas of work is essential:

- ☐ adult literacy
- ☐ numeracy
- ☐ basic further education work
- ☐ English as a Second Language

[illegible]

The successful candidates will work as part of a small staff team led by the Head of Unit.

The commencing salary will be between Point 40 (£8,055) and Point 47 (£9,141) on the NJC scales (Principal Officer) inclusive of London Allowance per annum.

Further particulars and application forms may be obtained from:

Alan Wells, (Head of Unit),
Adult Literacy and Basic Skills Unit,
52/54 High Holborn, LONDON WC1V 6RL.
Tel: 01-405 4017

Closing date for applications is 14 days from the appearance of this advertisement

ALBSU Adult Literacy & Basic Skills Unit

Outdoor Education

COULD YOU DO IT?

We're looking for friendly helpful people to supervise young children on Adventure holidays in the UK. It is strenuous and hard work for the right sort of person, and is ideally with experience in camping, sailing or other outdoor activities. Free full board and expenses, medical, pocket money and a great social life.

If you think you can do it then write to Mr John Grimble at The Youth Adventure Ltd., 820 Bowdon Road, Hale, Altrincham, Cheshire, Stockport, Eaton, Tel: Eastbrook (0970) 860351 2.

CUMBRIA

CASTLE HEAD FIELD CENTRE
Orange-over-Sands, Cumbria
See main advertisement under Education Tourism.

FIELD STUDY AND OUTDOOR PURSUITS COURSES

TY ISAF ACTIVITY CENTRE is set in the Brecon Beacons National Park, in an area designated as one of outstanding scientific interest. Courses are planned to sell your requirements through liaison with our resident instructors. Outdoor activities include canoeing, camping, orienteering, climbing, pot holing, field studies of local geology, bonfire night, mining, mailbag and ensail expeditions and vocation. Prices inc. facilities, bedroom choice, accommodation, ensuite and lecture rooms with audio vision, changing and drying rooms, first-class food and evening entertainment. Reduced rates for off season. Write to J. Tyrrell, Llwyn Gwyddle Lawn, Warwick, Dorset 41961.

LAKE DISTRICT

LANGDALE OUTDOOR ACTIVITIES CENTRE is set in the heart of the National Park in a secluded position suitable for outdoor pursuits and field studies. We can offer your own introduction to the outdoors or can tailor to your requirements. All levels of outdoor activities are offered, ranging from field study courses up to A level. The centre consists of a specialist clothing and equipment and facilities include bunk rooms, with separate staff accommodation, drying room, reading room, lecture facilities, drying room and good food. Evening entertainment can be altered and the centre has its own resident instructor.

For full details write to John Garnett, LOACE, Langdale Estate, Ulverston, Cumbria.

NORTHAMPTONSHIRE COUNTY COUNCIL

[illegible] DEPARTMENT COMMUNITY COUNCIL WORKER/SHROWBOAT STEWARD, male or female, required to operate a 12-berth residential narrowboat for the period April-October, 1980. The ability to work with people is more important than previous boating experience as training will be given.

Application forms and further details from Senior Warden, Oakwell Grange, Weldon, Northampton. Closing date, 14th March.

WALES

DUTYANG BRUNO KAISER
Require temporary instructors (4 April-September) skills in sailing, canoeing, rock climbing and mining. Personal experience of outdoor pursuits and adventure and some knowledge and interest in industrial training requirements would be an advantage.

Application forms and further details from Senior Warden, Outward Bound Wales, Aberdovey, Tremadoc, Gwynedd LL35 0RA.

SKERN LODGE Outdoor Centre

(Lindsey), Aughton, Lincs. Donna. Individually planned adventure activities. Holiday courses for children nine years towards. Also adult courses. Accommodation, excellent accommodation. Run by teachers for teachers. Send for your requirements and brochure or ring Bishop Burton 880.

TEACHERS and Student Teachers required by children's adventure holiday company for work during July/August of any centres in Hampshire and North Wales. Sailing, pot-hole, canoeing, rock, mountain, [illegible] instructors, drivers, food technicians, H.G.V. Ref. to Mike Mackie, Adventure Holidays, Tiddleigh.

English as a Foreign Language

BERKSHIRE

Ascot
Qualified TEACHERS with E.F.L. experience required July/August for residential language course for girls.

Applicants must be keen to participate in games, social, educational and cultural programme.

Good working conditions and salary, board and accommodation provided.

[illegible]

BRISTOL

Abbot LANGUAGE SCHOOL
Requires experienced teachers of English (all courses plus 2 year). Please apply now for Summer Courses in the city of Bristol. Interviews in London 7 and 8 June, 28 June, 26 July, 22 August. Write: Mr Kensington Davies, 25 Queen Square, Bristol. Tel. 0272 [illegible]

DIRECTOR OF ESL TEACHERS' COURSE

DIRECTOR of courses for foreign students of English wanted for Cheltenham [illegible] course held at University of Leicester from 1 July to August 30 inclusive. Duties consisting of training course for teachers, [illegible] Director will be responsible for the course, [illegible] Applicants should be experienced teachers of English to students of all ages and nationalities, with [illegible] Salary [illegible] Apply to Dr [illegible] Department of Education, University of Leicester, Leicester LE1 7RH.

DORSET

THE KING'S GROUP OF SCHOOLS

King's is now recruiting temporary EFL TEACHERS for its Summer Holiday Courses. Applicants should be GRADUATES and/or certificated TEACHERS. TEFL experience is desirable, but enthusiasm and a lively personality are even more important.

For further details please write stating qualifications and experience to:

The Director of Special Courses, King's Schools, Onslow Road, Bredoy Road, Bournemouth BH2 6LS. (For over 15 years we have arranged courses for foreign students.)

The Principal, King's School for English, St John's Hill, Wimborne, Wimborne, Dorset. Initial 100 (for Junior Courses: 1 to 15 July).

The Principal, ELTEC, 31 Tooth Road, Westbourne, Bournemouth. (For intensive courses for experienced teachers.)

EAST SUSSEX

SUMMER SCHOOL
COURSE DIRECTOR required in July and August to run residential summer course for up to 60 previous organising ability and suitable teaching experience among attributes needed for the challenging job. Salary £[illegible]

TEACHERS/COACHES wanted this Easter and summer. Applicants must have EFL or other teaching experience or be sports coaches soccer, swimming, athletics, cricket, tennis.

Applicants for either posts should send a brief curriculum vitae and a recent photograph to: Mr Simpson, Sackville House, Sackville Lane, Sheepdown, Lewes, East Sussex.

EDINBURGH

BONNINGHILL SCHOOL OF ENGLISH STUDIES

Required:
GRADUATE TEACHERS for residential summer courses in Edinburgh and London.

At least one year's TEFL experience will suit; a degree is essential, as is enthusiasm and a willingness to participate.

Details and application form from: Bonnighill, George Bridge, Edinburgh, EH1 1QL. Tel.: 031 225 5851.

ESSEX

CORFOLIO COLLEGE
Harwich
requires E.S.L. TEACHERS, English and supervisory staff for 30-40 for ten weeks from 6th July.

Applicants must be able to organise and supervise activities and excursions.

Please apply to The Course Director, Corfolio College, Oakford, Colchester, Essex CO3 [illegible]

INDONESIA

EFL TEACHERS required immediately by expanding private language school in Jakarta. Must have degree, EFL training & experience, preferably abroad.

Further positions available in Japan and Aden.

Send curriculum vitae, photo and tel. number to Judith Robinson, 6 Strait Grove, London W.3.

KENT

A commission offered to agents and teachers who can introduce students to this small, liberal-class school of English.

We are looking for students who want a quality standard of tuition. We are a quality school with a selective intake, specialising in examinations and long-term students. Our short-term Christmas, Easter and Summer Courses are also designed to teach fast and effectively. Up to 30 hours per week. Apply direct to the school to which teachers can safely entrust their personal friends.

For all enquiries please contact The Principal, Thanet School of English, 30 Vale Square, Ramsgate, Kent. Tel. 0843 [illegible] Telex 965575 Thanet G.

OXFORD

OXFORD INTENSIVE SCHOOL OF ENGLISH
Requires a dynamic person for permanent student counselling position in Oxford. Applicants should possess strong ability, knowledge of T.E.F.L., technical experience of library and language laboratory work, and at least French.

Please apply in writing with full curriculum vitae to: The Director, Oxford OX1 4DA.

SURREY

QUALIFIED T.E.F.L. TEACHERS
required for Summer courses in Surrey.
Please send curriculum vitae
SUPO ACADEMY LTD.
70 George Street,
Croydon CR0 1PG
Telephone No.: 1011 681 2009

SUMMER SCHOOL TEACHERS

Young, energetic and imaginative TEACHERS required to teach English courses (senior and junior) throughout the south of England in July and August. Degree or teaching certificate and 2 years relevant EFL experience essential. Very full details and application form from:
RICHMOND SUMMER SCHOOLS
London, W1P 1HN
Telephone: 01-636 6202

SUMMER SCHOOL TEACHERS

Dynamic young Directors require teachers of English for intensive residential courses. Initiative and ability to run residential courses essential. Ex-public school background preferred. Salary £[illegible] plus expenses. Good experience for right candidate. Apply full details and curriculum vitae and recent photo to:
RICHMOND SUMMER SCHOOLS
London, W1P 1HN
Telephone: 01-636 6202

SUMMER COURSES

Young, enthusiastic teachers (university bac. junior [illegible]) required for Hampshire and Wiltshire. Applicants should have good [illegible] and E.F.L. qualifications plus some [illegible] experience. Apply [illegible] Director, Wessex Summer Courses, Bishopstrow, Warminster, Wilts. BA12 9HX. Tel. 0985 212831.

SUMMER

Teachers required for Easter and Summer Courses for Senior and Junior Courses, age and E.F.L. qualifications plus some [illegible] experience. Apply [illegible] Director, Wessex Summer Courses, Bishopstrow, Warminster, Wilts. BA12 9HX. Tel. 0985 212831.

SUMMER

Teachers required for Easter and Summer Courses for Senior and Junior Courses, age and E.F.L. qualifications plus some [illegible] experience. Apply [illegible] Director, Wessex Summer Courses, Bishopstrow, Warminster, Wilts. BA12 9HX. Tel. 0985 212831.

FOR short or long term EFL posts, UK or overseas, reply(s) with 2 stamps quote from Lisa Jones 01-828 2172 (A9/7).

INTERNATIONAL HOUSE, 4-week temporary EFL TEACHER training course 14 April, 12 May, 9 June, also International House, Hastings, Box Hastings. Tel. (0424) 428867.

LONDON W.1. Private school requires teachers for evening classes in foreign languages.—Write Box No. 168 3714, The Times, WC1X 8EZ.

MARRIED COUPLE, E.F.L. teachers, required (ages 25-35): University degree plus T.E.F.L. diploma or certificate plus three years' experience T.E.F.L. work. Minimum two years experience in residential E.F.L. or international schools. Teaching experience important. 75-30 hours teaching per week. Must live in.—Write box TES 3716, The Times WC1X 8EZ.

T.E.F.L. required from June 17 to July 12 for summer course in London. Telephone 01-778 6083 for details.

Appointments Wanted

ART Teacher, painter/printmaker, enthusiastic energetic graduate, involved at present Head of Art Department. Wide range of teaching experience in all aspects of Art up to G.C.E. and A level, and C.S.E. and adult institutes, also in 1st dependent School where the ability to encourage children painting and self discipline would be appreciated.—Write Box TES 3718, The Times WC1X 8EZ.

ART TEACHER, male, 33, seeks job in the state sector for September, 1980. 7 years' experience rural area secondary school. Apply Mr Tony Hoskyns, 5036 Morris St., Halifax, NS, Canada B3J 1G4.

QUALIFIED teacher, seeks employment in the West Yorkshire area. Nursery, playscools, infant school.—Write Box TES 3713, The Times WC1X 8EZ.

MATHEMATICS TEACHER returned from overseas seeks post in Inner London.—Write Box TES 3714, The Times, WC1X 8EZ.

Educational Courses

ASSOCIATION FOR THE STUDY OF THE CURRICULUM

ANNUAL CONFERENCE
April 11 to 13, 1980.
Stoneleigh Hall,
University of Leicester
"LANGUAGE AND COMMUNITY"

Further details and application forms from Mrs J. Hannigan, A.S.C. Conference Bureau, University of Leicester, Leicester LE1 7RH. Early reply. Forms to be returned by March 31.

ADVANCED T.E.F.L. COURSES

LINGUANAMA limited will be holding two one-week Advanced Courses in the Division of Linguistics of Foreign Language of Joint Colleges, University of Kent, Canterbury, from March 23rd to April 3rd and from March 30th to April 3rd.

Candidates should possess a University degree or teaching certificate or other qualifications of a comparable standard. Applicants should be experienced in teaching English to Adults.

LINGUANAMA regrets all other courses and enquiries for Spain, Greece, Germany, Italy and France will be [illegible]

Retrain as a Science or Mathematics Teacher

There is still a shortage of teachers of mathematics and physical and integrated science for the 11 plus age range.

The Government is continuing to finance a retraining scheme and the courses at the West Sussex Institute have been approved by the Department of Education and Science.

You could be eligible if you have:
qualified teacher status
suitable basic qualifications in a physical science or in mathematics
interest, enthusiasm and aptitude.

If you are a serving teacher employed by an LEA you may be seconded on full salary. The salary will be reimbursed to your L.E.A. by the Local Government Training Board.

If you are an experienced unemployed teacher aged 28 there is a tax free maintenance allowance of £55 a week, currently under review, with several additional allowances for dependents, travel and some equipment.

Newly qualified unemployed teachers who have only three years grant are eligible for a bursary. This may be used for the retraining course.

Residential accommodation could be required.

For further details and application forms write to:
1: Academic Registrar (Retraining Courses), West Sussex Institute of Higher Education, The Dome, Bognor Road, Bognor Regis, West Sussex PO21 1HR.

West Sussex Institute of Higher Education

EDUCATIONAL COURSES

SUSSEX

SUMMER SCHOOLS

FELLOWSHIP
SUMMER VACATION COURSE
INTERNATIONAL SCHOOL FOR UNDERSTANDING
(Incorporating Teachers' Approach)

[illegible]

CASTLE HEAD FIELD CENTRE

Orange-over-Sands, Cumbria
Telephone: [illegible]

GEOGRAPHY, level course (Easy) required [illegible] Geomorphology, Ecology, Urban Investigation and Project. [illegible]

WILDLIFE OBSERVER
Naturalists from [illegible] for [illegible] Apply [illegible]

HANOLOOM WEAVING COURSES

Seven-Day Residential [illegible] Dyeing and weaving. All level [illegible] Accommodation. [illegible] Brochure, Tel. [illegible] Yorks HG3 [illegible]

HULL

THE UNIVERSITY
DEPARTMENT OF [illegible]

The Department of [illegible] offers a one-year course [illegible] leading to the Master's degree [illegible] awarded by examination and dissertation. Student [illegible] are [illegible] Further details [illegible] Department [illegible] Hull HU6 7RX.

LONDON

SCHOOL OF OR[illegible] AFRICAN STUDIES
(University of [illegible])

The following [illegible] courses in African Studies in the School [illegible]

Japanese [illegible] Sociology and Social [illegible]

The Indian Video [illegible]

World Religions [illegible] 18-plus. Mon/Wed 19 [illegible]

Music in Art and [illegible] June 9.

Contemporary Theatre [illegible] Arts. June 9.

[illegible] Tel. [illegible]

CHELSEA COLLEGE (UNIVERSITY OF LONDON)

Centre for Science Education

Higher Degrees in Science, Mathematics and Health Education

[illegible] invited from teachers and others interested in taking [illegible] in Science, Mathematics or Health Education, [illegible]

[illegible] Education) and M.A. (Mathematics Education)

[illegible] two year full-time or two year part-time course which [illegible] developments and the psychological basis of learning [illegible] reference to science and mathematics education; [illegible] and philosophy of science or mathematics teaching [illegible] developments in science or mathematics and their [illegible] in the Curriculum, and an introduction to methods and [illegible] educational research. (The M.A. degrees are subject to [illegible] London University. If not approved they will also be [illegible] the previous title of M.Ed.).

[illegible] Education) and M.Ed. (Mathematics Education) [illegible] approved by London University)

[illegible] courses which may be taken on a flexible [illegible] The compulsory "core" includes courses on the [illegible] of teaching and the social context of science education and studies focused on the institution [illegible] in science or mathematics to develop further interests [illegible] the two courses.

[illegible] are planned to start in October 1980.

[illegible] for full-time or part-time research leading to [illegible] research areas related to science and mathematics [illegible] and other assessments of school performances; [illegible] and in the development of concepts in secondary [illegible] biology, sociology and psychology of education.

[illegible] are suitable for work related to (1) SSRC [illegible] Studies and Bristol Evaluation Study [illegible] Assessment of Performance Unit (monitoring [illegible] Further SSRC studentships [illegible] qualified full-time M.A. and research [illegible] be considered for studentships [illegible]

[illegible] one year part-time course which examines [illegible] Education and its relationship to [illegible] Studies in Communication [illegible] and social policy. The [illegible] Education and the Health [illegible] to develop their own [illegible] Unit [illegible] Chelsea College [illegible] SW3 5HQ.

Personal

Announcements

AGENCY REQUIRES TEACHERS

throughout Britain. Teachers required in all types of tuition in school subjects (evenings and weekends).

For details send name and address to: Pearl Tuition, 061-928 7584 (any time).

CAMPATILE TRAVEL COMPANIONS £1,[illegible]

The [illegible] with a sociable [illegible] for any [illegible] and [illegible] convenience course by [illegible] for an incorrect name and address [illegible] Cambridge Tutorial [illegible] services in the late [illegible] Cambridge [illegible] Street, Burnham, Bucks SL1 7JD.

IMMEDIATE ADVANCES

No security needed
REGIONAL TRUST LTD.
8 Clifford Street, New Bond Street
Phone 01-734 8593 or 2016.

MAKE THIS THE YEAR YOU LEARN TO WRITE

Earn extra or study writing from the only journalist school founded and run by [illegible] professional [illegible] quality correspondence coaching.

Send for free 164 page book of the London School of Journalism, 19 Hertford Street, W1Y 8BB. 01-629 [illegible]

AGENTS required for highly professional EFL [illegible] School operating in superbly outlayed language centre close to London. All commissions include accommodation, full continental [illegible] theatre, sports centre, ballet visits plus professional sports coaching (tutorial/coaching sports). Very good commission and [illegible] Apply: The Secretary, [illegible] Language Centre, 21 Brunton Gardens, Mayfair, London W1J 6LT. Tel. 01-[illegible]

SAGGERS
From 1 to 1000. S.A.E. Purchase Ordered if little 51. Stroud, Glos.

SAVE LOANS — Immediate. Repay only £11.10 p.m. for every £1,000.—Hanmorton, 01-889 5334.

CLASSICS COURSE — Summer 1981, afternoons only for adults, supervised Attention Exp. To be negotiated. Summer 1980 S.A.E. TEB, The Times WC1X 8EZ.

HOLIDAYS AND PERSONAL LOANS from £100 arranged without security or delay. Campbell & Robson (Dept. TES), Hermitage Street, London W2 1BE. Telephone: 01-839 [illegible]

JOB-HUNTING? Booking promotion for Hatful of Hills on preparing your own curriculum vitae. Experience [illegible] and application letter. Sunday/Monday 23. Video [illegible] Spotlight, 1 Tower Street, WC2H 9BS. Tel. 01-836 [illegible]

MORTGAGES, remortgages. Loans [illegible] Mortgages, Street London. 9 Alexandra Road, London N.8 01-889 9244. Bex.

MORTGAGES. "Top-ups" remortgages, secured and unsecured loans. Teachers.—Harris Finance Ltd., Incorporated Mortgage Brokers, Twyford Chambers, Hitchin. Tel.: 01-348 4633 (24-hr answering).

PERSONAL LOANS.—A. Kelley Ltd., 8 Alpha Place, Carlisle. Tel. 0228 [illegible]

SOUTH OF FRANCE, March to October. Chesnut, colombe vacant. Green method to look after Kent family—1 daughter, 8 years old, who needs for 2 months daily general instruction. World class French-speaking teacher, conversation classes, knowledge of French an asset. Richmond Hill, Cheltenham, Gloucester Campus Hotel. Tel. [illegible]

SAME DAY AND POSTALOANS Unsecured £50 to £1,500.—Richmond Investments Limited, 4 The Broadway, Thornton Heath, Surrey. Tel.: 01-948 9626/7420. Eves. [illegible] 1054.

STAY with a family in France or Germany, multilingual visits brought the new language alive. Young people aged 14-18 welcomed. Write or telephone Contacts in Britain, Maple Lodge, Maplehurst Lane, Ashford, Kent. Telephone: [illegible] 21124.

T-SHIRT and S. shirt printing with your own school design. Other marketing ideas available. For details: Sunset Screen Prints, 25 Balmoral Road, Gillingham, Kent. Telephone: [illegible]

T-SHIRTS and S.S. printed for your school, college, etc. Colours from the Sussex Tartan.—Sussex Screen Prints, Dunnings Farm, Ditchling, Sussex. BN6 8TB. Telephone 01-657 [illegible]

T. SHIRTS & S. SHIRTS printed to your design. Hitchcott Ltd., 28 Ashbourne Road, London SW18 5SN. Telephone 01-877 0023.

THREE WORLDS.—Christian Teachers (or full subjects) needed for schools in the developing countries. Pay interesting but job satisfaction great! Apply Volunteer Missionary Movement, Shenley Court, Shenley, Radlett, Herts. AL2 1AB (S.A.E., please).

WARREN RECORDINGS offer a [illegible] classical, dandication, jazzings from your tape or our facilities. Recording, Warren Recordings, 67 Brindale Avenue, London N.W.4. Tel.: 01-203 [illegible]

WRITE and sell Children's stories. Mail tuition. Sales assistance. Free booklet. Children's Productions (TES), 6/9 Quality Court, Chancery Lane, London WC2A 1HP.

YOUR SCHOOL'S MUSIC. Published on records (radio mainly). Information promptly supplied. Round News, 18 Highbury Road, London, W.7. 01-306 1661.

Exhibitions

BRITISH MUSEUM

THE VIKINGS.
Until 20 July. Closed 4 April and 5 May.
Weekdays 10-5. Sundays 2.30-6. (Priority to pre-booked school parties Mondays, Tuesdays, 18 March and 1 April-11 July).
Last admission 30 minutes before closing.
Admission £1.40.

BRITISH MUSEUM

CYPRUS B.C. 1000 Years of History. Until 16 March. Weekdays 10-5. Sunday 2.30-6. Admission free.

MUSEUM OF MANKIND, Burlington Gdns. W1. Ancient Cyprus in the South Seas. Adm. free. Weekdays 10-5.30. Sundays 2.30—6.

TATE GALLERY, Millbank, SW1. Opening 12 March: Henry Moore (until April 13: weekdays 10.00 to 6.00 (Thursday 10.00 to 8.00). Sundays 2.00 to 6.00. Admission £1.50 (reduced admission rate 01-821 7128).

For Sale and Wanted and Postal Shopping

CARPETS AND CARPET TILES

Up to 35% per cent Discounts on most popular makes. Free quotations. Free advice on anything to do with flooring. Carpets, Vinyls, Cork Tiles, Carpet Tiles. Contact Carpetile, Freepost, Bristol BS1 3YX. Telephone Freefly 74859 and 71165.

ALWAYS plenty of Saturday at Hodson Bull! Bundles/carpets and furniture at special prices for teachers. Full manufacturers' guarantees and expert carpet-fitting service. All branches discount to teachers. Furniture on show at Brentwood (Hutton Hill) and Romford—but all goods available from all branches. Collins welcome. Write or telephone for brochure to:
In London: 140 Aldersgate Street, London EC1. Tel. 01-253 [illegible]
In Birmingham: 114 Lionel Street, Birmingham 3. Tel. 021-236 [illegible]
In Bournemouth: 268 Old Christchurch Rd. BH1 1NU. Tel. 0202 [illegible]
In Bristol: Hodson's, 25 North Street, BS1 1YA. Tel. 406402.
In Hounslow: 2-8 Royal London House, Jubilee Chiswick Bl. TW3 1JD. Tel. 01-570 [illegible]
In Leeds: 33 Kirkgate, LS1 2DT. Tel. 32076.
In Leicester: 53 Rutland St. LE1 1RE. Tel. 0533 [illegible]
In Liverpool: 1-3 Bold St. L1 4HY. Tel. 051-709 [illegible]
In Luton: 1 Bridge St. LU1 2LS. Tel. 0582 [illegible]
In Manchester: 1 Piccadilly Plaza, M1 4AH. Tel. 061-236 [illegible]
In Newcastle upon Tyne: 1 Eldon Square, NE1 7JQ. Tel. 0632 [illegible]
In Nottingham: 30-32 Market St. NG1 6DE. Tel. 0602 [illegible]
In Reading: 2 Broad St. RG1 2AR. Tel. 0734 [illegible]
In Southampton: 1 Portland St. SO9 1DR. Tel. 0703 [illegible]
In Swindon: 1 Regent St. SN1 1QE. Tel. 0793 [illegible]
In Wolverhampton: 1 Princes St. WV1 1DG. Tel. 0902 [illegible]
Open Saturday 9-5.30 (Wed. 9-6).

BOOKS for sale, finitred teacher offers. Sci. computer science, French, English literature, language and linguistics, economics, sociology, religion, philosophy, education, history, geography. Lists (specify which) S.a.e., or phone Mr Ellis, 3 Rectory Road, Rise, Beverley, Yorkshire. Telephone: [illegible]

Entertainments

ARTS Theatre, 836 7334. Off Leicester Sq. Tom Stoppard's "Dirtiness" Lunch 12 and 2.15. Mon. to Fri. 7.15 and 9.15. Sat. 5.15 and 8.15. "The Hundred and Fifty Wives Club End." Now in its fourth year.

Holidays and Accommodation

AMERICA

SUMMER IN AMERICA
MORNING WITH CHILDREN

Runacamp has numerous places for young ladies interested in working as camp counsellors on American children's camps during the coming summer. Tremendously rewarding experience for the right people. Activities include Dance, Arts and Crafts, Dramatics and Music as well as many others. Interest for living and working with the children of clients is also important. You receive your round-trip flight to the United States, work permit, full board and salary, minimum of $350 every 15-20 days. PLUS the company is going to pay all visits in the United States. Must be available from mid-June to late August. Interested?

Contact: Timothy Smith, Runacamp, 20-21 Berners Street, London W1P 3DB. Telephone: 01-637 [illegible]

FRENCH MEDITERRANEAN PYRENEES

Miss Fergusson's ideal holiday centre. Sea 8 miles. Full board from £85.00. Comfortable rooms, bar, lounge, [illegible] wine, vertical, walled lawns, exotic mountain, [illegible] on spot, [illegible] photograph buzzards, [illegible] birdwatching.

Occthurcs: Miss Fergusson Ltd., 7 Falcon Close, Banbury, Oxon.

INVERNESS-SHIRE

THE GULNAIN BRIDGE OUTDOOR CENTRE

The owners are pleased to announce the opening of the Centre following an extensive modernisation programme.

Bookings now for summer 1980 and winter 1980-81.

Situated in the heart of the Cairngorms this tailoring hotel is ideal as a base for field studies and outdoor pursuits.

Apply for further details to B. H. Ashburn, The Old School House, Gulnain Bridge, Inverness-shire.

YORKSHIRE Dales Cottage: sleeps 4, all facilities, [illegible] £45 p.w. until May. Tel. [illegible] Ilkley 7337.

YORK. Summer Holiday Course for Girls and Housewives. Details: Smith, Oakdale, Harrogate, Yorkshire.

DEVON
SOUTHERN FRINGE OF DARTMOOR

In a spectacularly attractive setting within the National Park, easy access, [illegible] Plymouth, Exeter, A 38 interchange. A large detached house standing in [illegible] acres with planning permission for institutional use and further potential subject to planning for one wider variety of uses (including [illegible] Dartmoor Training Centre). Total area about 7,000 square feet including 13 bedrooms, lecture theatre, kitchens, etc. [illegible] of [illegible] and modernisation, but [illegible] £68,000. Freehold. Reflect this. Reference [illegible] 0652 [illegible].

AGENTS:
FOX & SONS,
22 Cathedral Yard, Exeter
Telephone: 0392 [illegible]

GARETH NOWELL, School transits Agent. For the sale and purchase of schools throughout the country. Also school free clans. —Horsham 6063.—Nowells, Horsham, Sussex.

FOR Sale.—South East: £100,000 prep school: living accommodation, playing fields. Phone Harsham 50035, Hassell.

MIDLANDS. Old established Boys' Prep. Prepatory school. Top quality. Freehold £80,000. Fixtures, equipment £30,000. Nuffield Equipment £8,000. Prep school, Cottage, Playing and kitchens.—Write Box No. TES 3717, The Times WC1X 8EZ.

Properties for Sale and Wanted

DEVON

SOUTHERN FRINGE OF DARTMOOR

In a spectacularly attractive setting within the National Park, easy access, [illegible] A 38 interchange. A large detached house standing in [illegible] acres with planning permission for institutional use and further potential subject to planning for one wider variety of uses (including Dartmoor Training Centre). Total area about 7,000 square feet including 13 bedrooms, lecture theatre, kitchens, etc. [illegible] of [illegible] and modernisation, but [illegible] £68,000. Freehold. Reflect this. Reference [illegible] 0652 [illegible].

AGENTS:
FOX & SONS,
22 Cathedral Yard, Exeter
Telephone: 0392 [illegible]

Home Exchange Holidays

SUPER HOLIDAYS—RENT-FREE!—Our home exchange service has been established 14 years, we had 4,000 members worldwide. Write—Homelink International, 6 Siddals Lane, Allestree, Derbyshire.

£8.00 per British exchange—£7.00 abroad, summer holidays. No extra charge for two. Free details.—S.A.E. 39 Fairfax Road, Teddington, Middlesex.

Partnerships

EXPERIENCED SCHOOLMASTER required for sessions, preferably scientist and linguist, to assist in boys' day school enterprise in congenial London area at mid-[illegible]. Accommodation available for [illegible] excellent [illegible] available for [illegible] provided for the initial equipment—plus [illegible] work, courage and [illegible].—Write Box No. TES 3717, The Times WC1X 8EZ.

Athrofa Gogledd-dd Cymru
The North E Wales Institute
of higher education

RETRAIN TO TEACH MATHEMATICS

The D.E.S. has given approval for this one-year full-time course to be run once more at Cartrefle College from September, 1980.

Applications are invited from suitably qualified teachers who would like to retrain to teach Mathematics, Statistics and Computing in Secondary Schools.

Further details and application forms may be obtained from: E. W. Davies, Mathematics Tutor; Cartrefle College, Wrexham, Clwyd. Telephone: Wrexham 51782.

HOMEOWNERS ONLY

TES 29/2

EXCLUSIVE BANK LOAN OFFER TO TEACHERS

THE LOW RATE OF INTEREST IS FIXED FOR THE TERM OF THE LOAN AND FREE INSURANCE IS INCLUDED TO PROTECT YOUR FAMILY

Homeowners borrow from £500-£20,000

Choose your own repayment period from 3-15 years

You can use the cash for any purpose or pay off all your existing bills and reduce your monthly outgoings. No time-consuming interviews nor will your employers be contacted. Speedy and confidential postal service for earliest completion. Just call us.

RING NOW IPSWICH 74776

or write: 313 Colchester Road Ipswich, Suffolk

EAST ANGLIAN FINANCE

Name .....
Address .....
.....
.....

ENGLAND AND WALES ONLY